INCLUDING LEARNERS WITH DISABILITIES IN EDUCATION TO CAREERS

ETC

DISABILITIES

INCLUDING YOUTH WITH DISABILITIES IN EDUCATION TO CAREERS

ETC

DISABILITIES

Including Youth With Disabilities in Education to Careers

Contributing Authors:
Margaret Hutchins, Ph.D.
James Thompson, Ph.D
Illinois State University
College of Education
Specialized Educational Development
Normal, Illinois

Acknowledgements

Pilot Sites and Contacts

Alton Community School District #11
- ❖ Martha Kane, Transition Coordinator, Alton High School
- ❖ Kay Althoff, Special Education Middle/High School Supervisor, Alton High School
- ❖ Barbara Cadle, Lewis and Clark Area **etc** Partnership
- ❖ Mike Agone, Lewis and Clark Area **etc** Partnership

East St. Louis Public School District #189
- ❖ Willie Mae Long, Special Education Coordinator
- ❖ David Farache, Metro-East **etc** Partnership

Five County Regional Vocational System .
- ❖ Sue Froelich, Five County **etc** Partnership
- ❖ Bruce Jeffress, Special Populations Coordinator

Lockport Area Special Education Cooperative
- ❖ Sharon Slover, Education & Career Development Coordinator
- ❖ Rita Berger, Employment Specialist
- ❖ Lew Kemble, Joliet Junior College Region **etc** Partnership

Joliet Township High School District #204
- ❖ Paul Biernacki, Transition Coordinator
- ❖ Lew Kemble, Joliet Junior College Region **etc** Partnership
- ❖ Paula Waxweiler, Director of Technical and Adult Education

Sycamore School District #427
- ❖ Janice Blickhan, Director of Student Services
- ❖ Carolyn Beard, Program Coordinator for DeKalb County Special Education Association

Project Advisory Council

JOYCE AARESTAD
Tazewell-Mason
Special Education District
Pekin, IL
❖
SUE FROELICH
Five County **etc** Partnership
Vienna, IL
❖
SHARON FULL
ISBE
Springfield, IL
❖
MARGIE HARKNESS
ICDD
Chicago, IL
❖
DEB HECKENKAMP
ISBE
Springfield, IL
❖
DONELLA HESS-GRABILL
ICSPS
Bloomington, IL
❖
STACY HEUBERGER
ICSPS
Bloomington, IL

BRUCE JEFFRESS
Five County RVS
Tamms, IL
❖
CAROL LEACH
P.E.R.F.E.C.T
Peoria, IL
❖
DONALD LINDSEY
Alton Community Schools
Alton, IL
❖
ALLISON LOURASH
Central Illinois CIL
Peoria, IL
❖
RENE LUNA
Access Living of Metropolitan Chicago
Chicago, IL
❖
DON MINOR
N.S.S.E.O
Mount Prospect, IL

RONN MOREHEAD
AFL-CIO Manpower
Assistance Agency
Normal, IL
❖
SUSIE MORRISON
ISBE
Springfield, IL
❖
KATHIE WOMACK
Quad City/Tri-County VoTech
Regions
East Moline, IL
❖
LARRY RAU
DHS/ORS
Springfield, IL
❖
LINDA REABE
ICSPS
Bloomington, IL
❖
DAVE REED
ORS
Bloomington, IL

SHEILA ROMANO
ICDD
Chicago, IL
❖
DEBRA SHELDEN
Transition Research Institute
Champaign, IL
❖
ALEXIS SAROVICH
Des Plaines Valley **etc**
Partnership
River Grove, IL
❖
HARPER STACKHOUSE
JAMP Special Education
Olmsted, IL
❖
KEN UPSHAW
Marriott Foundation
Chicago, IL
❖
SUE WALTER
Illinois Transition Consortium
Highland, IL

Table of Contents

INTRODUCTION
Not New...Improving

Education to Careers (**etc**) has been a vehicle for partnering within communities to provide all learners with an education that prepares them for life. When building and maintaining partnerships and facing the constant changes within communities, it is critical to consider all youth. The four goals established by **etc** provides a framework from which to work. Serving all learners requires knowledge of what is needed and what is being done for every person, including those with disabilities.

This resource is intended to enhance and expand what is already taking place within communities. It is designed to help partnerships ensure that students with disabilities, parents/guardians, and local organizations are involved with **etc** activities. It is also designed to promote the participation and collaboration of students, parents/guardians and disability organizations. The important thing to remember is that to serve individuals with disabilities DOES NOT mean to do everything differently or in addition to what is currently planned. Take a look at the four goals and questions and consider each one. How do the activities you already do in your area address these issues? What does your **etc** partnership do to facilitate quality educational experiences that include students with disabilities? Improving outcomes for all learners is continuous work and this resource will provide guidance for on-going improvement.

The arrangement and content of this document is designed with busy practitioners in mind. Each section has easily accessed information with clearly marked assists and resources. The sections are described briefly here.

Section I: Quick Reference for **etc** partnership Coordinators
This Section is particularly for **etc** Coordinators to reference quickly. The activities, frequently asked questions, and references contained here are a practical and easy access to improvement options.

Section II: Background and Reference Information
This section is designed to provide background on the status and potential of individuals with disabilities in education and work. Those seeking greater depth of information for further study will find this a helpful resource.

Section III: Resources
Chapter transparency masters, strategies, handouts, transition planning directory, and websites comprise this section. These resources, combined with the many included in Sections I and II, are products gleaned by Project Staff in collaboration with practitioners throughout the State and from research of the literature.

Illinois Education To Career Goals

and Questions to be Considered when Including Youth with Disabilities in etc

#1

Goal 1: Each and every student is involved in a comprehensive career development system that includes continuous career awareness and exploration activities, K-16.

1. What is a "comprehensive career development system?" What career activities should learners with disabilities expect? What barriers prevent them from participating?

2. What career awareness activities are currently being implemented for learners with disabilities in elementary schools (K-6)?

3. What career exploration activities are currently being implemented for learners with disabilities in middle and/or high schools?

4. What roles do families and community members play in providing career awareness and exploration activities?

5. Who is responsible for designing and implementing a comprehensive career development system for learners with disabilities?

#2

Goal 2: Each and every student receives instruction appropriate for their grade based on curriculum that integrates academic content and workplace skills, addresses rigorous standards, and helps them achieve their maximum potential.

1. To what extent is academic content integrated with workplace skills? Cite examples.

2. What standards are now in place and how are they being used?

3. Where are academic content standards translated into meaningful curriculum/ instruction?

4. What professional development activities exist to train teachers how to integrate curriculum?

5. How can we promote/encourage/support curriculum efforts to integrate academic content with workplace skills?

#3

Goal 3: Each and every student is assisted in making smooth transitions between levels of education into employment.

1. Is there a unified plan that guides learners with disabilities through the transition process? Are the learners and their families involved in the planning? Are there written plans, a checklist, and a particular process to follow?

2. Who is responsible for facilitating learners with disabilities' transition from education into employment?

3. What support services exist to help learners with disabilities move from school into the world of work?

4. How are learners with disabilities prepared/oriented to the transition process?

5. a.) Who monitors the transition process to determine if learners with disabilities or employers need technical assistance or support in the transition process?

   b.) Who conducts the follow-up activities to ensure successful transition for learners with disabilities?

#4

Goal 4: Each and every student has access to progressive community/work-based learning opportunities.

1. Do learners with disabilities engage in a community/work-based activities? How are matches made between learners and community sites?

2. How are employers being prepared to provide work-based learning opportunities for learners with disabilities?

3. How are learners with disabilities prepared to participate in meaningful community/work-based learning projects?

4. What is the follow-up process for learners with disabilities and for the employer following the completion of the opportunity?

5. Who is responsible for developing community sites so that work-based learning can take place?

SECTION I:
Quick Reference for Education to Careers Coordinators

This Quick Reference section is specifically designed to provide **etc** Coordinators with quick access to resources for including individuals with disabilities in **etc** activities. The content of Quick Reference chapters is coordinated with that of Section II chapters of the same titles. Topic areas for the chapters include:

1. Disability in America in the 21st Century: Status, Structure and Policy
2. Learner and Family Involvement
3. Learner-Focused Planning, Career Development, and Applied Learning
4. Business and Community Involvement

Each Quick Reference chapter contains the following convenient assistance guides:

- Chapter Goals,
- Suggested Activities to Meet Goals,
- Frequently Asked Questions, and
- Resources.

Quick Reference

for

Education to Careers Coordinators

Users of this Quick Reference are invited to use and/or adapt any activities for professional development activities, and to disseminate any information to instructors, administrators, counselors, community members, parents, and other stakeholders. Some possible uses for the resource follow.

⬤ Suggested Uses For This Resource

- Provide professional development (workshops, panel discussions, Q&A, etc.) on any of the mentioned topics to appropriate individuals or groups, using the information provided in each section.

- Disseminate resources to **etc** stakeholders and invite them to **etc** professional development activities.

- Reproduce the content of a topic area in whole or part and share the information with stakeholders.

- Create a resource for your own **etc** Partnership, using the information provided. The resource may take the form of an informational flyer, poster, bookmark, school display, or pamphlet.

- Lead the **etc** Partnership in becoming familiar with local, state, and national legislators. You may locate legislators by visiting the web at http://www.state.il.us/state/legis/. Share information with legislators to help improve education and employment opportunities and outcomes for learners with disabilities.

- Conduct training workshops (i.e., advocating for their children, legal issues, and employability opportunities) for parents of learners with disabilities and provide venues for parent networking.

- Share content from this section with parents to increase and improve communication with the Partnership.

- Create a parent survey (sample survey included) to assess current communication and involvement levels. Analyze data and coordinate follow-up actions to meet parent needs.

- Familiarize parents new to the area and parents who speak English as their second language with **etc** initiatives and projects.

- Provide section information to business and community members during professional development activities (i.e., employer and community breakfasts).

- Create an **etc** listserv to encourage frequent sharing of **etc** activities, success stories, etc. Ensure that all businesses and community organizations are part of your listserv audience.

Who Should be at the Partnering Table?

As **etc** Partnerships and Coordinators serve many audiences in education and employment, it is suggested that the following key people/organizations remain informed and involved with all **etc** activities:

- **etc** Partnership personnel
- Learners with and without disabilities
- Parents/guardians
- Regular and special educators
- School counselors
- School administrators (principals, deans, system directors, career deans, superintendents, etc.)
- Student organizations
- Disability organizations
- Chamber of Commerce representatives
- Local business and industry representatives
- Civic groups
- Parent organizations
- Community colleges/universities
- Representatives from Centers for Independent Living
- Representatives from Office of Rehabilitation Services
- Members of Transition Planning Committees
- Career and technical education personnel

Disability in America in the 21ST Century: Status, Structure, and Policy

Quick Reference!

● GOALS FOR THIS CHAPTER:

1. To have a working knowledge of specific disabilities in order to facilitate communication with others and combat disability myths and stereotypes.
2. To have a working knowledge of disability legislation and it's implications for Education to Careers (**etc**) Coordinators.
3. To continue to advocate and provide an inclusive environment for all learners and stakeholders in **etc** Partnerships.

● SUGGESTED ACTIVITIES TO MEET GOALS:

■ Remain current on issues and legislation (click on http://www.state.il.us/state/legis/ for Illinois information and Congressional links) regarding learners with disabilities and share this information with **etc** stakeholders.

■ Reproduce and share the Disability Legislation Overview in the back of this section that explains the Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act.

■ Browse http://www.state.il.us/state/educate/ for current legislation and information affecting Illinois' education and workforce development.

■ For current special education legislation, surf ISBE's website at http://www.isbe.net/spec-ed/spedlegislation.htm.

■ With your **etc** Partnership, create a letter advocating or commending support of certain legislative actions.

■ Brainstorm ways in which the **etc** Partnership could support learners with disabilities; prioritize and refine the ideas, and put them in writing!

■ Develop action plans that empower learners and/or professionals assisting learners in achieving/affecting successful education and employment outcomes. See the attached sample of an action plan as a model.

■ Establish networks among professional organizations, associations related to disabilities, and the **etc** Partnership. Suggested organizations and contact information are listed on the next two pages.

■ Introduce yourself and the **etc** Partnership to newcomers in your region. See the attached sample Introduction Memo.

Q. How do I fit these activities into what I'm doing now?

Your **etc** Partnership may be structured to include all of these suggestions, but many are not. To ensure that you are including learners with disabilities, examine existing practices, choose a listed activity, or create your own that coincides with your Partnership's current activities. For example, many Partnerships organize and host their own **etc** conferences and professional development sessions. Incorporate professional development strands that specifically relate to disability issues and/or would result in better serving learners with disabilities.

Q. Do I have etc funds that can be used for these activities?

Yes, there are funds available. Because **etc** is designed for each and every learner, **etc** funding can be used toward these activities. However, many of the suggestions listed or ideas brainstormed from your Partnership may be free of cost. Consider collaborating with schools and sharing financial resources.

Q. Where do I begin in better serving learners with disabilities?

Many **etc** Partnerships do a great job supporting the *"All Means All"* philosophy and could be considered model Partnerships in serving learners with disabilities! For Partnerships striving to better include these learners, it is suggested to first get involved in meetings already taking place in your area. Ask for a few minutes on the agenda to briefly explain **etc**, your role as Coordinator, functions of your partnership, and your desire to collaborate with various organizations. Share your interest in coordinating activities with disability groups/organizations. Creating a strong network and maintaining open communication will quickly lend itself to future opportunities.

Q. How can I involve people who are resistant to this topic?

People who are resistant are generally afraid, misinformed, have had negative experiences, and/or feel it is not their "role." Knowing this, make personal contact with these individuals and consistently invite them to all **etc** activities. Send them information on disabilities and ensure that all of the Partnership's promotional materials include images of people with disabilities. Ask them to be mentors and/or tutors and ask if they would volunteer to be job shadowed for a day by a student with a disability. Facilitate their partnering with disability organizations and groups, highlighting the Partnership's positive involvement with these groups.

RESOURCES

The Council for Exceptional Children
1110 North Glebe Road, Suite 300
Arlington, VA 22201-5704
Toll-free: 1-888-CEC-SPED
Local: 703-620-3660
TTY: (text only) 703-264-9446
Fax: 703-264-9494

http://www.cec.sped.org

Illinois Council for Exceptional Children
- **Region 1 Director**
  Dr. Gary Duzinski, gduzinski@aol.com
- **Region 2 Director**
  Mary Anne Prichard, pmaryanne@aol.com
- **Region 3 Director**
  Mary Camp, mare17@juno.com
- **Region 4 Director**
  Jeri Wenberg, wenbergj@mtsion.k12.il.us
- **Region 5 Director**
  Kathryn Neu, kneu@stclair.k12.il.us
- **Region 6 Director**
  Nancy Elliot, nelliot@midwest.net

Office of Rehabilitation Services (ORS)
http://www.state.il.us/agency/dhs/rsnp.html
Toll Free Assistance: (800) 843-6154(V)
                       (800) 47-6404 (TTY)

The ARC of Illinois
http://www.thearcofil.org/

**Statewide Independent
Living Council of Illinois**
http://www.mypage.onemain.com/silc/

Centers for Independent Living In Illinois
http://www.mypage.onemain.com/silc/centers.htm

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 300
Chicago, IL 60604
(800) 952-4199
(312) 939-3513 (voice)
(312) 939-3519 (TDD)
http://www.FRCD.org/

Division of Specialized Care for Children
(800) 322-3722 (Voice/TDD)
http://www.uic.edu/hsc/dscc

**Illinois Association for
Social Justice and Human Rights (IL-TASH)**
712 Westfield Dr.
St. Charles, IL 60175-3846
Ph: (630) 584-0970 or:
Maureen E. Angell, Chapter Contact
Illinois State University
Campus Box 5910
Dept. of Special Education
Normal, IL 61761-5910
Business Ph: 309-438-5562
Fax: (309) 438-8699
meangel@ilstu.edu

Action Plan:

TIME / TASK CHART

Committee:
Education/Employment Outcomes for Learners with Disabilities Subcommittee

Group Members: _____ _____ _____ _____
_____ _____ _____ _____

What:	When:	Who:	New:
Tasks to be completed	**Timeline for completion**	**Person(s) responsible**	**Resources needed**
1. Review current opportunities and services descriptions.	Sept. 30, 20__	(Committee chair and members' names to be added in this column)	Opportunities and services descriptions, school personnel
2. Develop opportunities and services evaluation tool.	Oct. 30, 20__		Sample evaluation tools
3. Collect and examine evaluation data.	Jan. 15, 20__		Evaluation tool
4. Tabulate evaluation data.	Jan. 30, 20__		Evaluation tool data
5. Make opportunities and services decisions based upon report.	Mar. 1, 20__		Evaluation tool data and compiled results
6. Implement new programs, ideas, and services; continue good programs and services.	Jun. 1, 20__		Personnel, funding

Introduction Memo

Date

Name
Organization
Street Address
City, State   Zip

Dear Mr./Ms. Last Name:

As Coordinator of the XYZ Education to Careers Partnership in City, I would like to introduce myself and briefly explain our initiative with the hope that we may be able to work together, benefiting all learners in our area.

Education to Careers (**etc**) is Illinois promises to support an educational system that will prepare each and every student for a successful career. **etc** is not a class or curriculum, it is a system of schooling that integrates academics and applied learning with meaningful career development so that every student gets a well-rounded, relevant education. It is locally driven and aimed at every student in every grade, from early elementary school through college. Our goal is to assist in providing a comprehensive educational system that includes all learners.

There are 39 Partnerships across Illinois and our Partnership location is 1234 Main Street. Our next Partnership meeting will be on _____ at _____ a.m./p.m. and I will be sending an agenda prior to the meeting. We hope you can attend and look forward to meeting and working with you.

I am enclosing samples of materials developed by our Partnership and **etc**. Please share with others in your school/organization/business and let me know if I can send you more! Feel free to contact me at (123) 555-1212, fax (123) 555-4545, or e-mail jones@partner.com. I look forward to hearing from you soon!

Sincerely,

Your name, Title
etc Partnership Name

Enclosures

DISABILITY LEGISLATION OVERVIEW

● Americans with Disabilities Act (ADA) P.L. 101-336

ADA is a civil rights law that provides protections to individuals with disabilities in the areas of education, employment, public services, public accommodations, transportation, and telecommunications. The key tenets of the ADA are employers and schools must make reasonable accommodations to enable people with disabilities to be successful, and that community facilities that are accessible to the general public must also be accessible to persons with disabilities.

One common misconception of the ADA is that the law obligates an employer to hire a less qualified worker with a disability over a more qualified worker without a disability. The law is very clear that an employer has no such obligation. However, employers are required to make "reasonable accommodations" for an employee as long as the employee can do the essential elements of his or her job. The "reasonable accommodation" is something that does not constitute an "undue hardship" on an employer.

Where can I go for more information?

❖ U.S. Department of Justice ADA Homepage
http://www.usdoj.gov/crt/ada/adahom1.htm

❖ The Consumer Law Page
ADA Questions and Answers
http://consumerlawpage.com/brochure/disab.shtml

❖ Legal and Advocacy Resources
http://www.makoa.org/legal.htm

❖ Disability Discrimination
Frequently Asked Questions
http://www.nolo.com/encyclopedia/articles/emp/emp3.html

Individuals with Disabilities Education Act (IDEA) P.L. 105-17

IDEA is legislation that provides individuals with disabilities the right to a free and appropriate public education (FAPE), the right to be educated in the least restrictive environment (LRE), and the right to an individualized education program (IEP). There are many provisions of IDEA that assist and safeguard parents, students with disabilities, school districts, and others involved in the educational processes of learners with disabilities.

IDEA also ensures transition planning for students with disabilities by the time the learner reaches 14 years of age. Transition services are defined by IDEA as a "coordinated set of activities in an outcome-oriented process that promotes movement from school to postschool activities." Schools are responsible for initiating transition planning with students and their families, so that the student attains postschool outcomes such as employment, attending a postsecondary educational program, and/or participating in leisure activities. IDEA also emphasizes the need for interagency involvement in transition planning (e.g., rehabilitation counselors, supported employment provider staff, businesses, local community agencies).

Where can I go for more information?

❖ U.S. Office of Special Education and Rehabilitative Services (OSERS) comprehensive website covering IDEA legislation and implications. http://www.ed.gov/offices/OSERS/IDEA/geninfo.html

❖ The Policymakers Partnership for Implementing IDEA is one of four linked projects funded by the United States Department of Education's Office of Special Education and Rehabilitation Services. http://www.ideapolicy.org/home.htm. The other programs and links from this site include the ILIAD Project (IDEA Local Implementation by Local Administrators Partnership), FAPE (Families and Advocates Partnership for Education), and ASPIIRE (Associations of Service Providers Implementing IDEA Reforms in Education Partnership).

❖ IDEA Practices http://www.ideapractices.org/ answers questions about IDEA and provides strategies and ideas to support all learners.

Students served under IDEA:

❖ Students with Deaf-Blindness
❖ Students with Deafness/Hearing Impairments
❖ Students with Emotional Disturbances
❖ Students with Mental Retardation
❖ Students with Multiple Disabilities
❖ Students with Orthopedic Impairments

❖ Students with Other Health Impairments
❖ Students with Specific Learning Disabilities
❖ Students with Speech and Language Impairments
❖ Students with Traumatic Brain Injury
❖ Students with Visual Impairments

Rehabilitation Act P.L. 105-220

The Rehabilitation Act Amendments of 1998 were included under the Workforce Investment Act of 1998 in an effort to link state vocational rehabilitation systems to state workforce investment systems. The Rehabilitation Act broadly defines employment to include full- or part-time competitive employment in the community workforce, supported employment, and other types of paid employment such as telecommuting and business ownership.

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability in federally funded programs. Virtually every public school is subject to the requirements of the Rehabilitation Act, regardless of whether it directly receives federal funding. Civil rights protections associated with Section 504 have far-reaching implications. Because the Rehabilitation Act contains a broader definition of disability than the IDEA, its provisions apply to more students than the IDEA.

Where can I go for more information?

❖ Employment Rights of Individuals with Disabilities. http://janweb.icdi.wvu.edu/media/REHABACT.html

❖ Rehabilitation Act Amendments of 1998. http://www.nationalrehab.org/website/history/98amendments.html

Examples of Section 504 Accommodations:

❖ Accessible classrooms and laboratories, including visual warning systems for emergencies
❖ Taped texts
❖ Notetakers, readers, and/or qualified interpreters
❖ Extra exam time and/or alternative testing accommodations
❖ Adapted computer terminals
❖ Tutors/coaches
❖ Priority registration
❖ Assistive listening systems

Accommodations contributed by the Illinois Center for Specialized Professional Support (ICSPS), Bloomington, IL, *Roadmap to Perkins: Guidebook for Illinois.*

Student and Family Involvement
Quick Reference!

● GOALS FOR THIS CHAPTER:

1. To increase and maintain parental participation in the student's academic and career plans.
2. To increase and maintain parental involvement with the **etc** Partnership.
3. To improve and maintain effective communication among families, schools, and the **etc** Partnership.

● SUGGESTED ACTIVITIES TO MEET GOALS:

■ Overview and disseminate topic area information, as appropriate, to stakeholders (i.e., administrators, counselors, teachers, parents, business and community advocates).

■ Assemble materials and resources from parent groups (Family Resource Center on Disabilities, Family T.I.E.S., etc.) and distribute to Partnership members and parents.

■ Invite parents/guardians and students with disabilities to all **etc** planning and advisory meetings.

■ Provide parents/guardians with copies of Partnership marketing materials.

■ Involve parents/guardians as tutors, mentors, and resources for job shadowing experiences for students.

■ Become familiar with and share information about the Illinois Parent and Training and Information Centers. Visit http://www.isbe.net/spec-ed/parent_traininginfo.htm or call the Illinois State Board of Education at (217) 782-5589.

■ Host an open house for parents/guardians to meet and work with each other.

■ Encourage parent/guardian membership on **etc** and school boards/committees.

■ Develop written contracts with parents/guardians agreeing to involvement with the **etc** Partnership and schools.

■ Develop a brochure and/or other promotional materials for parents/guardians that detail services and programs offered by the school and Partnership.

■ Recruit parents/guardians to coordinate community and support services, and provide leadership in governance, advisory, and advocacy groups.

■ Host an open house for parents to meet and work with each other. Using the **etc** parent brochure, provide a short session to inform parents of the possible connections with **etc**. See attached agenda for sample parent training session activities.

■ Use bilingual staff to help as interpreters and translators to involve parents/guardians with limited English proficiency.

■ Arrange tours of schools and other related facilities, providing a translator for limited English proficient parents/guardians.

■ Conduct follow-up services with parents/guardians to troubleshoot linguistic or cultural misunderstandings.

Q. Parents/guardians are already involved in my Partnership. How can I take things a step further?

If parents/guardians are already involved in your Partnership (e.g., attend **etc** activities, activities in the school/**etc** relationship, etc.), there are many next steps a Coordinator can take. Since the parents involved probably have a comprehensive understanding of **etc**, a Coordinator could provide opportunities for parents to take leadership of various committees, work with district administrators to articulate a common **etc** vision, mentor new parents to the school or district, assist with professional development activities, help design and disseminate **etc** marketing materials, and generally strengthen linkages with community agencies.

Q. Parental involvement is not at a high level in my Partnership. How can I improve their involvement and our overall communication?

Some reasons that parents/guardians are not involved with their **etc** Partnership, or even schools in general, can be the result of many things. Some parents have had negative experiences with school and have no desire to participate in anything school-related. Parents may not be informed of **etc** or aware of their Partnership, and may not know how to become involved. Sometimes parents are simply afraid or intimidated. One way to

improve parent involvement and overall communication is to conduct a parent/guardian survey (see the attached sample survey for guidance) and follow-up with appropriate information and activities.

Q. I'm holding an evening event soon and a translator for limited English proficient parents has been requested. Where do I begin my search for a translator and how much will a translator cost?

In search of a translator, first check with local community colleges or universities for information. Faculty or staff may be able to lead you to a translator or a translator may be on staff. Check with your public school district also, as the number of LEP students is rising and many districts are hiring LEP translators and specialists. You may also want to check with other local agencies or businesses. Costs are determined on an individual basis; some translators ask only for travel reimbursement while others require a fee.

● RESOURCES:

Designs for Change
6 N. Michigan Ave., Suite 1600
Chicago, IL 60602
(312) 857-9292
Fax: (312) 857-9299

Family Resource Center for Disabilities
20 East Jackson Boulevard, Room 300
Chicago, IL 60604
(800) 952-4199
(312) 939-3513 (voice)
(312) 939-3519 (TDD)
http://www.FRCD.org/

FAMILY T.I.E.S. Network
830 South Spring Street
Springfield, IL 62704
(800) 865-7842 or (866) 223-7726
Fax: (217) 544-6018
E-mail: ftiesn@aol.com

Illinois Parent and Training and Information Centers
Illinois State Board of Education
100 North First Street
Springfield, IL 62227
(217) 782-5589
http://www.isbe.net/spec-ed/parent_traininginfo.htm

National Alliance of Business
1201 New York Ave NW #700
Washington, DC 20005
http:www.nab.com

National Center for Latinos with Disabilities
1915-17 South Blue Island Avenue
Chicago, IL 60608
(800) 532-3393 or (312) 666-3393
Fax: (312) 666-1787
E-mail: ncld@ncld.com

National Transition Alliance
http://www.dscc.org

Transition Research Institute
University of Illinois
113 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325

Sample Parent/Guardian Survey

Dear Parent:

In order to best meet the needs of your child, we need your help. Please answer the following questions and help us form a home/Education to Careers (**etc**) partnership.

1. From what source would you like to receive information about your **etc** Partnership? (Check all that apply.)

    ___Newsletter   ___Website   ___Media (TV and Radio)

    ___Principal   ___Listserv   ___Newspaper

    ___Teacher or Counselor   ___Other:_____

2. Would you be interested in participating in Education to Careers activities? ___Yes ___No

    If yes, please check the following activities in which you would like to participate.

    ___**etc** Partnership meetings   ___Newsletter   ___Serve on Committees

    ___Guest Speakers   ___Jobshadowing   ___Tutoring/Mentoring

    ___Other Ideas: _____

3. Would you be willing to help with special projects/activities? ___Yes ___No

    If yes, please check the area(s) you are interested in.

    ___Field Trips   ___Public Relations   ___Career Fair

    ___Guest Speaker   ___Mailings   ___Other: _____

4. Do you have any suggestions of ways parents can help?

    _____

5. What hobbies, talents or other strengths do you have that you would like to share?

    _____

    _____

6. Overall, how do you think parents and the **etc** Partnership can best work together?

    _____

    _____

7. Other comments or suggestions?

    _____

    _____

Parent's/Guardian's Name: _____ Phone:_____

Student's Name: _____ Best time to contact you: _____

Address: _____

Parent/Guardian Training Agenda

etc
Next Generation Education

Location of Parent Training
Street Address
City, State Zip Code
Phone Number
Date of Training
Time of Training

A G E N D A

6:00 p.m. - 6:15 p.m.	**Welcome & Introductions** Name of person making opening remarks
6:15 p.m. - 7:00 p.m.	**Education to Careers (etc) Overview** A representative from the Illinois State Board of Education/Education to Careers (**etc**) Division describes the **etc** initiative and the importance of family involvement.
7:00 p.m. – 7:10 p.m.	**Break/Group Activity**
7:10 p.m. – 7:45 p.m.	**Parental Involvement Strategies** A representative from the Family Resource Center on Disabilities provides specific parental involvement strategies and ideas for supporting students in school and in the **etc** initiative.
7:45 p.m. – 8:00 p.m.	**Questions & Answers, Closing Remarks**

For more information on the Education to Careers initiative in Illinois, visit the Illinois State Board of Education's **etc** website at http://www.isbe.net/etc.

For more information on the Family Resource Center on Disabilities, visit their website at http://www.frcd.org or e-mail frcdptiil@ameritech.net.

Learner-Focused Planning, Career Development, and Applied Learning

Quick Reference!

● GOALS FOR THIS CHAPTER:

1. To assist teachers in promoting self-determination among students with disabilities, as it relates to their education, employment, Individualized Education Plan (IEP), Individualized Career Plan (ICP), and transition planning.
2. To augment resources for career direction.
3. To encourage and provide methods for counselors and instructors to include the participation of all learners in applied learning experiences.

● SUGGESTED ACTIVITIES TO MEET GOALS:

■ Overview and disseminate topic area information, as appropriate, to stakeholders (i.e., administrators, counselors, teachers, parents/guardians, business and community advocates).

■ Collaborate with counselors and instructors to develop and/or expand a library of career resources. Make resources available for lending.

■ Assist teachers in helping students identify their strengths, interests, and preferences through a variety of assessments, as noted in the chart following this section.

■ Provide professional development and assistance for developing IEPs and ICPs to include career direction and resources. Review the resources listed on the pages that follow and consider methods for incorporating and utilizing people from the given human resource list.

■ Locate your area Transition Planning Committee (TPC) Chair and contact him/her about attending your area meetings. See the Resources Section for a current listing of TPC chairs.

■ Provide self-determination training to students, parents, schools, and other **etc** stakeholders. For a sample self-determination training module by Susan Walter of the Illinois Transition Consortium, call 618/651-9028 or e-mail swalter@highlandil.com.

■ Identify your high school's Department of Human Services/Office of Rehabilitation Services (DHS/ORS) liaison. The DHS/ORS high school liaison establishes a relationship with the school, teachers, and parents in order to identify any student with a disability who wants to work upon graduation from high school. The liaison will work with the student to locate community employment and assist the student in making appropriate transitions.

Q. What specific practices and strategies can I share with my teachers or employ in my schools to encourage student self-determination?

In an elementary program, have learners nominate themselves for classroom jobs or responsibilities, and identify why they may like the job and/or be good at it. Then after a specified time, allow learners to switch jobs and write in a journal what they liked and did not like about the job; what was hard or easy; and what personal characteristics affected their ability to do the job.

In a middle school or secondary program, have learners select work experiences using the classified ads, identifying why they may like the job and why they may be good at it. Then after a specified time, allow learners to write in a journal about what they liked and did not like about the job; what was hard or easy; what personal characteristics affected their ability to do the job; what variables would they look for in a job of choice in the future.

Q. How can I assist teachers, administrators, and counselors with including students with disabilities in career education and career-related activities?

Some Partnerships have access to a career resource library, which makes available assessments, interest inventories, job market and career information, and videotapes, among many other resources, for lending. Whether access to a career resource library is possible or not, it is important to provide teachers, administrators, and counselors with relevant information about how to include students with disabilities in career-related activities.

RESOURCES:

Career Development Resources for Parents and Teachers
http://www.isbe.net/**etc**/partnership.html

Labor Market and Career Information
http://www.isbe.net/**etc**/links.html

Illinois Career Center/
Illinois Occupational Information Coordinating Committee
http://www.ioicc.state.il.us/etc.htm

V-TECS Consortium
http://www.v-tecs.org/
Fenwick, MI 48834
(800) 532-7579
http://www.aea-careerplans.com/

The American School Counselors Association
http://www.schoolcounselor.org/

Association for Career and Technical Education
http://www.acteonline.org

The Center on Education and Work
http://www.cew.wisc.edu

The National Board for Certified Counselors, Inc.
http://www.nbcc.org/

NIFTY IDEAS

Applied Learning:

- Is problem-based
- Occurs in multiple contexts (schools, homes, worksites, communities)
- Fosters self-regulated learning
- Anchors teaching and learning in students' diverse life contexts
- Uses teams or interdependent group structures so students can learn from each other
- Employs authentic assessment and multiple methods for assessing student achievement.

Adapted from ERIC Clearinghouse on Adult, Career, and Vocational Education & ERIC Clearinghouse on Teaching and Teacher Education (1998). Contextual teaching and learning: Preparing teachers to enhance student success in and beyond school. Columbus, Ohio: Author.

- Work with regular education, special education, and career and technical education instructors to coordinate career education objectives with academic curricula.
- Collaborate with relevant educational personnel in integrating career and technical education and academic objectives.
- Assist in the identification of learner-preferred resources to assist in supporting long-term employment outcomes.
- Coordinate job shadowing experiences with employers, educational representatives, and students.

NIFTY IDEAS

For Integrating
Basic Academic Skills & Careers

Quality programs should integrate theoretical learning with applied learning and may include a mix of work-based learning with other types of service or community development projects. Through work-based learning, students learn ways in which their daily academics interface with happenings in the "real world." School-based enterprises and service learning projects engage students by providing exposure to broad skills of life; underlying principles of technology; labor issues; community issues; and health, safety and environmental issues.

DID YOU KNOW?

- Studies show that employees wait until their mid to late twenties to settle into their careers.

- The manufacturing sector continues to be more training-intensive than the service sector.

- In the United States, the manufacturing sector represents 17.2% of the economy and receives 20.2% of formal company training for skill improvement.

- The most technology intensive environments are in industrial settings.

The All-Important Equity Activities!

- Engage students in discussions on nontraditional career options.
- Encourage accomplished minority and women business leaders to provide positive role models for youth.
- Recruit minority associations and media serving minority communities to identify key prospects for employer recruitment.
- Encourage accomplished minority and women business leaders to serve as mentors, tutors, tour leaders, and speakers.
- Monitor local and state expenditures for job training and career and technical education to see that adequate support exists for training in nontraditional careers.
- Train teachers, counselors, and program administrators to support access to high wage training and employment.
- Provide in-services to teachers and counselors on gender equity practices.
- Develop policies and practices to prevent and end harassment of females in nontraditional jobs.
- Ensure that speakers, mentors, teachers, and field trips in technical areas include female role models.
- Develop supportive services to ensure retention of females in nontraditional career and technical education programs.
- Carry out school-wide education with staff and students concerning sexual harassment.
- Offer workshops and inservices for faculty and school personnel that address nontraditional issues.
- Help plan career expos, job fairs, and other activities including information on nontraditional careers.
- Provide media education to students, assisting them to identify stereotypes and bias. Take a critical approach to evaluation of media, teaching them to question, analyze and evaluate TV shows, websites and games.
- Adopt a class philosophy or mission statement, collectively promoting differences and fairness.

Activities for
School-Based Enterprises
& Service Learning Projects!

- Landscape school grounds.
- Set up an aquatic ecosystem.
- Repaint school buildings that are frequent graffiti targets with murals showing scenes from history.
- Produce a video yearbook.
- Design and build a battery-powered car.
- Make toys for underprivileged children.
- Operate a school convenience store.
- Design and make prom dresses.
- Build portable classrooms, ticket booths, and podiums.
- Build and auction student-created items.
- Evaluate buildings for handicapped access.
- Rehabilitate rundown housing for homeless persons.
- Organize an international fair.
- Operate a school bank.
- Conduct health screenings or a health fair on campus or in the community.
- Grow and sell plants and flowers for Mother's Day, Valentine's Day, etc.
- Maintain school lawn mowers, tractors, etc.
- Install an irrigation system for schools.
- Operate a soil testing service.
- Run a birthday concession—balloons, flower, clowns, etc—and incorporate a cake decorating business.
- Make overnight kits for the women's crisis center.
- Make and sell Christmas ornaments.
- Operate a gift-wrapping business before Christmas.
- Manage a word processing, resume, and letterhead business.
- Direct a Website development service.
- Participate in a political campaign.
- Service VCRs.
- Organize a simple computer repair business.
- Create an Internet research service.
- Print/dye custom T-shirts.
- Create an auto detailing/steam cleaning enterprise.
- Volunteer for a "Meals on Wheels" route.
- Operate a clothing alterations/repair business.
- Make costumes and do makeup for Halloween.

Helping Students Identify
Their Strengths, Interests, and Preferences

- Interest inventories
  (computer and written)

- Transition surveys

- Employability skills inventories

- Person-centered planning

- Structured situational assessments
  (home, community, work)

- Assessments of post-school environments
  desired by the student

- Curriculum-based assessments

- Structured interviews

- Social histories

- Career portfolios

- Adaptive behavior inventories

- Life skills inventories

- Assessment of prerequisite skills for career
  and technical education

- Aptitude tests

- Personality scales

- Social skills inventories

- Career and Technical Education inventories

- Professional assessments (psychology,
  medical, vision, speech, mobility)

- College entrance examinations

- Assessment of technology needs

Contributed by: Susan Walter, Technical Assistance and Training Coordinator, Illinois Transition Consortium.

Human Resources
for the
IEP/Transition Team

- Student

- Parents/guardians and family members

- Special education staff

- Related service staff
  (occupational therapist, physical
  therapist, psychologist, etc.)

- Career and technical education staff

- Guidance counselors

- Regular education staff

- Vocational rehabilitation counselor

- Center for Independent Living staff

- Employers

- County Mental Health Board representative

- Postsecondary education representative

- Adult services providers
  (employment, residential, recreation)

- Medical/Health personnel

- Assistive technology specialist

- Recreation representatives

Contributed by: Susan Walter, Technical Assistance and Training Coordinator, Illinois Transition Consortium.

Business and Community Involvement
Quick Reference!

🟢 GOALS FOR THIS CHAPTER:

1. To identify ways to include learners with disabilities in business and community activities.
2. To provide methods and strategies in working with employers to hire learners with disabilities and provide work-based learning opportunities.

🟢 SUGGESTED ACTIVITIES TO MEET GOALS:

- Overview and disseminate topic area content, as appropriate, to stakeholders (i.e., administrators, counselors, teachers, parents/guardians, business and community advocates).
- Establish rapport with local and regional employment specialists/job coaches and provide them with information about **etc** and the benefits of working together.
- Conduct employer and community breakfasts, including members of the local Chamber of Commerce, disability organizations, and others to share the benefits of including learners with disabilities.
- Deliver resources and appropriate information to employers, community members and business agencies in a newsletter format, written form, electronic listservs, and/or presentations at Chamber of Commerce meetings.
- Invite employers to participate in transition planning meetings and in evaluating learner performance and program success.
- Invite community agency personnel to participate in transition planning meetings.

- Disseminate information that could be useful to employers and community members/agencies concerning employees with disabilities.
- Identify methods for recognizing positive efforts and participation of business and community members/agencies in working with learners with disabilities (e.g., award banquets, media coverage). Check out Nifty Ideas for Applauding Efforts of Businesses and Communities following this section.
- Conduct an assessment of all community employment opportunities to identify existing job positions, performance expectations, and employers' receptivity to accommodations and adaptations for employees with disabilities.
- Identify with employers and community agencies their preferred method of being involved with a career education program and the preferred methods for maintaining communication with program personnel.
- Connect businesses, employers, and community agencies with the local Office of Rehabilitation Services Office (ORS) and with the local Centers for Independent Living.
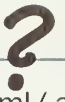
Q. There are limited resources in our area to work with businesses and community organizations. How can I bridge the gap?

Creative solutions to this problem are necessary when resources are limited. Open communication and active participation in business and community activities are critical. Providing information to business and community organizations about your Partnership activities (meetings, special events, workshops) and sharing marketing/promotional materials will help. Consider hosting a tour of your facility. Also, attending various activities sponsored by business and community organizations is important, as this will build positive relationships, make the Partnership more visible, and improve communications. Cover or coordinate costs by working with business and community organizations to provide employment, job shadowing, mentoring, apprenticeships, and volunteering opportunities for students with disabilities.

Q. Businesses are apprehensive about hiring learners with disabilities in our community. How can I help to ease their fears?

This is a common reaction among employers and businesses, but hiring an individual with a disability is little different than hiring an individual without a disability. Sometimes, small accommodations need to be made (slightly rearranging physical spaces, extending training periods, removing distractions, etc.) but there are limits to the nature and extent of accommodation. To learn more about reasonable accommodation, surf www.eeoc.gov/facts/accommodation.html/ and read an article distributed by the U.S. Equal Employment Opportunity Commission entitled *Small Employers and Reasonable Accommodation*. For more information, refer to the attached section, Disability-Friendly Strategies for the Workplace, which is also located on the internet at http://www.disabilities.about.com/health/disabilities/library/blpcepd/blworkplace.htm. In addition, Coordinators can provide strategies to assist employers in hiring individuals with disabilities.

Q. What exactly are 'Centers for Independent Living' (CIL)?

CILs serve people with varying disabilities, their families, and their communities. Independent living is defined as "the right of people with disabilities to control and direct their own lives, to have choices and options and to actively participate in all aspects of society." Centers for Independent Living (CILs) are non-profit organizations that provide advocacy and training; consumer controlled, community-based, and non-residential organizations; and system advocates, educators, and agents for social change. Managed and controlled by people with disabilities, CILs are also employers of people with disabilities. They are the local points in the communities for families to learn of options for their children with disabilities, providing community resources for technical assistance and education. To locate the CIL nearest you, contact the DHS Independent Living Unit at (217) 782-9689 (Voice/TTY) or (217) 524-7549 (Fax) in Springfield. In Chicago, call (312) 814-4037 or fax (312) 814-4351.

RESOURCES:

Disability and the Workplace
http://www.ilr.cornell.edu/library/reference/guides/DW_Primer/default.html

Career Consulting Corner
http://www.careercc.com

Quintessential Careers
http://www.quintcareers.com

Jewish Family & Career Services (JF&CS)
http://www.jfcs-atlanta.org/ddserv

Baltimore County CareerNet:
More Career Development and Job Listings
http://www.bc-works.com/cn_more.html

ResumeNet
http://www.resumenet.com/other.html

The Career Services Kiva
http://www.careerserviceskiva.com

The New York Institute for Special Education (NYISE)
http://www.nyise.org

The International Career Development Library (ICDL)
http://icdl.uncg.edu

Family Foundation
http://www.familyfoundation.org/education/school_work.html

Institute for Women In Trades, Technology & Science.
http://www.iwitts.com/

The Council of Chief State School Officers
http://www.ccsso.org/youthprp.html

Family and Work Institute
http://www.familiesandwork.org/index.html

Illinois Network of Centers for Independent Living (INCIL)
http://www.incil.org

Statewide Independent Living Councils
http://www.jik.com/ilcs.html

DISABILITY-FRIENDLY STRATEGIES

FOR THE WORKPLACE!

Employers who include disability issues in corporate diversity policies enrich and enhance workplace benefits in the new economy. Such benefits include diverse leadership, innovation, increase in overall morale and the ability to cast a wider recruiting net. Outlined below are strategies to successfully incorporate persons with disabilities into the workplace.

● Make a corporate commitment to include persons with disabilities among your stakeholders

Is the CEO committed to a disability-friendly workplace? Is there a written document to all staff that affirms this commitment? Do corporate policies, procedures and practices specifically mention disability? Do persons with disabilities serve on the board? Are employees and customers with disabilities seen in the annual report? Are workers with disabilities employed at all skill levels in the workforce, including senior management positions? Are the company's products or services marketed to customers with disabilities?

● Educate all staff on disability

Does new staff orientation include disability awareness training? Are training materials available in alternate formats such as large print, Braille, and captioned? Do employees with disabilities serve as mentors for new hires who do not have disabilities?

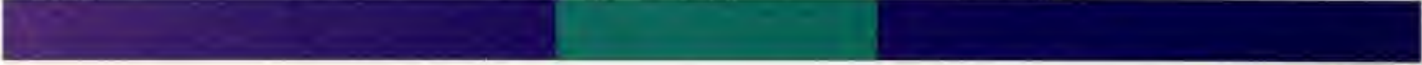## ● Provide ongoing information on disability

Are staff familiar with legislation pertaining to disability? Does staff receive disability information that could be helpful at work, at home or at school? Is disability information provided routinely in the company newsletter or on an Intranet site? Are disability resources in the community contacted to help injured workers return to the workplace as soon as possible?

● Form a disability support group

Do employees with disabilities meet to discuss disability employment issues? Does this group have authority to make recommendations to management? Is all staff aware of this group and the contributions it makes to corporate success?

● Provide accessible facilities and services

Are buildings, parking areas, work spaces, and communication systems accessible to persons with disabilities?

Accommodate applicants and workers with disabilities

Is there a central source and budget for accommodations? Are applicants and employees informed that accommodations are available if needed? With permission, are employee success stories that demonstrate improved productivity based on accommodations shared with other employees? Does staff routinely stay abreast of new developments in universal and assistive technology?

Project a disability-friendly image to attract candidates and customers with disabilities

Do college recruiters target students with disabilities when making campus calls? Do recruiters search for resumes on disability-related Web sites? Are publications directed to persons with disabilities targeted for company advertising? Are recruiters and other personnel responsible for establishing working relationships with community agencies serving applicants with disabilities?

Hire applicants with disabilities

Do recruiters regularly attend employment fairs for candidates with disabilities or target students at colleges with known populations of students with disabilities, such as Gallaudet University and the National Technical Institute for the Deaf? Are employees offered incentive bonuses for referring applicants with disabilities?

Train and advance workers with disabilities

Do employees with disabilities routinely participate in employer-sponsored training opportunities? If not, has this issue been brought before the Disability Support Group for recommendations? Are procedures in place to promote qualified employees with disabilities to management and supervisory positions? Employers who "talk the talk and walk the walk" of disability employment, promote qualified workers to upper management positions.

Encourage staff to volunteer in the community

Is staff encouraged to build relationships with disability community service organizations during work hours? Does staff make regular visits to high schools to inform administrators, teachers and students (including students with disabilities) about scheduled open houses and job trends in your industry? Are human resource staff instructing students with disabilities about how to set up a scannable resume or serving as mentors to graduating post-secondary students with disabilities to help them with their job search?

- CEO commitment means senior leadership will embrace disability policies and that the organization will "talk the talk and walk the walk."
- Providing disability education dispels myths and enables all staff to make sound disability employment decisions.
- Continued education enables employees to utilize pertinent disability information to resolve everyday family and worklife situations.
- Disability perspectives enable all employees to contribute their full work potential to corporate success.

- Accessible facilities and services are more useful for everybody.
- An open policy on accommodations allows candidates and workers with disabilities to demonstrate what they can do.
- Building relationships with community agencies increases referrals of candidates with disabilities.
- A diverse workforce includes employees with disabilities.
- Employers who want to make a difference in the disability employment arena are eager to influence tomorrow's disabled workers and help job candidates with disabilities in their search.

Information taken directly from:
www.disabilities.about.com/health/disabilities/library/blpcepd/blworkplace.htm

NIFTY IDEAS

Applauding Efforts of
Businesses And Communities!

Too often we forget to reward businesses and communities for participating in our educational partnerships. We ask these entitites to coordinate, collaborate, brainstorm, share resources, and provide support, but sometimes forget to show our deep appreciation for their work. How can students, instructors, counselors, and administrators accomplish this? Read on!

DID YOU KNOW?

- Opportunity for employment is increased by 30% when schools collaborate with business and community.
- Support from top leadership almost guarantees a faster and more thorough response for business and community involvement.
- The more interest businesses have in our schools, the better the performance of our educators.
- Involvement of business and communities in education enhance all parties' competitive advantage.
- Teachers trek to businesses, and communities provides new ideas and resources to the school.

Applauding Business and Community!

- Elicit business and community in the design of the career and technical education programs.

- Ask business and community to identify the competencies needed now and in the future.

- Use business and community to help set and assess work-related competency standards.

- Create action-oriented task forces that address business and community concerns.

- Acknowledge and take action on employers' and community members' concerns about student workers.

- Consult with employers about decisions that will impact the preparation of future employees.

- Involve business employees and community members as tutors, mentors, guest speakers, and in job shadowing activities.

- Reward business and community for their contributions by providing visibility in school publicity.

- Mention employers' and community members' contributions to local, state, and national organizations (Chamber of Commerce) and dignitaries (members of the House and the Senate).

- Ask dignitaries and the news media to visit business-school-community partners.

- Nominate representatives of local businesses for state and national boards and organizations.

- Ask members of the business partnership and community to speak at school functions, such as commencement.

- Spotlight the achievements of business-school-community partnerships in career and technical education at conferences and conventions.

- Ensure that recognition is for equitable activities and behaviors.

Promoting Equity Within the Business-School-Community Partnership!

- Plan a strategic recruitment drive that promotes equity.

- Identify someone within the employer community to be a "champion" for providing equitable school-to-work programs.

- Find companies and community groups that already evidence commitment to equitable activities.

- Scan the want ads in local newspapers and analyze the positions available that include assurances of equity.

- Survey local business and industry to determine if there is a shortage of nontraditional employees.

Additional Ideas for Including
Community and Business!

- Access employers through local chapters of industry associations, Chambers of Commerce, Private Industry Councils, advisory board members of career and technical education departments, and other organizations that offer training.

- Access unions through local leadership.

- Involve employers and unions representing career and technical education industries as full partners on the governing coalition, in consultation on program design and skills standards, etc.

- Use union members to serve on advisory boards, to identify youth apprenticeship slots, to assist in curriculum development, to design mentoring programs, and to recruit employers that encourage and promote women.

- Use employers to identify appropriate mentors and coaches for students, to provide industrial tours, to provide apprenticeships, and to increase participation of women in business and industry.

- Involve work supervisors to teach the skills they practice and relate to their employees in an academic setting.

Resource A

Resource B

Resource C

Section II:
Background & Reference

Resource D

Section III:
Resources

Resource E

SECTION II:
Background and
Reference Information

This section is designed with a general audience in mind. The chapters provide greater content depth and are coordinated wtih chapters by the same titles in Section I: Quick Reference. Topic areas for the chapters include:

1. Disability in America in the 21st Century: Status, Structure and Policy
2. Learner and Family Involvement
3. Learner-Focused Planning, Career Development, and Applied Learning
4. Business and Community Involvement
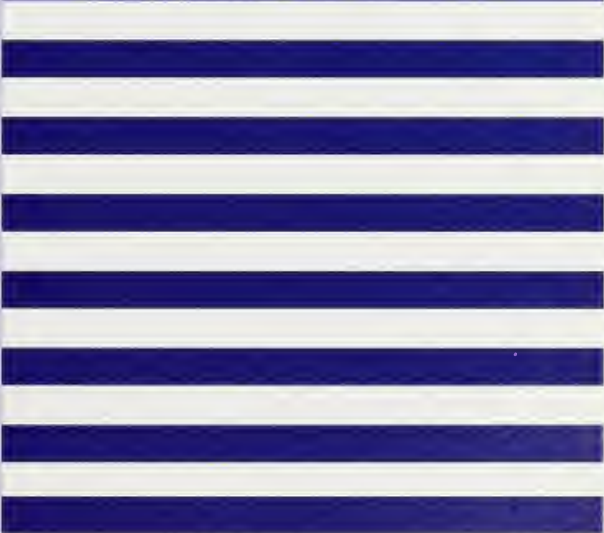
Disability in America in the 21st Century:

STATUS, STRUCTURE AND POLICY

Jim Thompson, Ph.D.

Two Tales of Marti

Marti #1

Marti is an effervescent 17-year-old high school junior. It seems as if she will try anything once, and jumps into all her activities with joy and gusto. Marti has many personal strengths and attributes that serve her quite well (e.g., a willingness to work hard, ability to get along well with a diverse range of people, good work habits and behaviors such as punctuality and politeness).

She is currently enrolled in the "Commercial Foods/Culinary Arts" career and technical education program at her high school's Area Vocational Center. Here, she is learning to operate commercial food service equipment; to prepare all types of restaurant-quality food and meals; as well as other aspects of the commercial food industry such as customer relations, safety and sanitation, and management skills. After completing a sequence of "Commercial Foods/Culinary Arts" courses during the current school year, Marti is looking forward to participating in the cooperative work-study program next year where she will have the opportunity to work at a local restaurant on a paid internship.

Marti and her teachers have had to work hard at finding ways for her to address the aspects of an education and a future job that require the application of academic skills. When distracted, Marti has difficulty sequencing and focusing on tasks, which are inevitable activities in most restaurants and kitchens. However, through problem-solving and hard work, Marti and her teachers have come up with a variety of strategies that enable her to successfully participate in the "Commercial Foods/Culinary Arts" program. However, Marti still has room to improve in many areas and a variety of challenges lie ahead of her. Although everyone is optimistic, there is a chance that Marti may not be able to successfully complete all aspects of the program.

A Possible Future for Marti #1

When Marti, her family, friends, and teachers are asked, "If everything goes as planned, what is in store for Marti in the future?", some of the responses include: a steady job at a good restaurant, eventually moving into her own apartment (by herself or with her friends), opening her own checking and savings accounts, independently transporting herself to and from her job and around the community, joining a health club where she can swim and participate in aerobics classes, and developing positive interpersonal relationships.

Marti # 2

Marti is a learner with mental retardation. Her IQ score places her in the moderate retardation range, that has traditionally been referred to as the "trainable mentally handicapped (TMH)" range in Illinois' schools. Marti attends a special class in a separate classroom of her high school, where a special education teacher and an aide provide instruction. All of her classmates also have the TMH disability classification. Marti's teachers work with her and the other learners on basic academic and prevocational skills. Marti and her classmates do not frequently participate in other aspects of the high school environment.

A Possible Future for Marti #2

When Marti, her family, friends, and teachers are asked, "If everything goes as planned, what is in store for Marti in the future?", some of the responses include: start work at the local rehabilitation facility/sheltered workshop, continue to live with her family (indefinitely), obtain supplemental security income, have people take her around the community and occasionally go on group field trips through special recreation programs, and participate in the Special Olympics.

Will the real Marti please stand up?

What if Marti #1 and Marti #2 were the same learner with the same personal characteristics (i.e., same interests, same capabilities, same personalities)? Which of the above school experiences would be realistic? Which of the above "predicted futures" would be realistic? The answer is that it all depends on the family and community in which Marti resides. Both "Marti scenarios" are realistic, because both happen in today's world.

There are communities where the "first" Marti's school experiences and future expectations are typical. In such communities, a learner's special needs are by no means ignored or denied. However, efforts are directed toward identifying accommodations and teaching skills that enable learners with disabilities to participate in socially valued settings and activities. In the second scenario, Marti's special needs are also clearly acknowledged. However, because the focus is placed on her deficits, she is relegated to school settings and future adult roles that most others in society would not choose (i.e., school settings and adult roles that are not socially valued).

There are thousands of "Marti's" working on real jobs for real wages with many opportunities to participate fully in society. There are also many other Marti's who have very few opportunities to participate in community settings. It is essential for all of us to ask, "If Marti were my daughter, sister, learner, which school experiences and future would I want for her?" Another question is, "If I were Marti, which school experiences and future would I want for myself?"

Marti and others want to work for a variety of reasons. First and foremost, employment provides a means to earn money. Money not only provides access to goods and services necessary for basic sustenance (food, shelter, clothing, medical care), but also enables the purchase of nonessential "things" that everyone enjoys, such as movie tickets, CDs, and vacations. Beyond money, people work because others in society expect them to work. The expectation that individuals who are of working age should make a contribution is a value that is shared by almost everyone in modern society.

Another reason that people work is that employment and careers provide a sense of personal fulfillment and accomplishment. Personal fulfillment can be dramatic, such as that felt by doctors and nurses whose efforts literally save lives. However, the sense of fulfillment is more subtle for many workers with jobs that are not particularly exciting or glamorous. Countless individuals gain satisfaction simply from knowing that they are making a contribution to society. Work provides many with a sense of personal dignity and worth.

Historically, people with disabilities have been at the fringes of the labor force. For years it was assumed that people with certain disabilities, particularly those with severe cognitive, motor, and/or sensory disabilities, could not become gainfully employed. However, such attitudes have been challenged throughout the 20th century, particularly during the past fifty years. People in Illinois and the nation are entering the 21st century with unprecedented high hopes and expectations for people with disabilities. Today, people with disabilities can be found in every line of work and in every type of job. The success experienced by so many people with disabilities assures that there is no turning back from the goal of full employment for every person with a disability who desires a job.

Despite the tremendous progress that has been made in recent years, there are still many people with disabilities who are knocking at the door to enter the world of work. Although educational systems, business communities, and people with disabilities themselves may not yet know exactly *how* to include each and every person with a disability in the workforce, it is clear that simply pronouncing that certain individuals are "unemployable" because of their disabilities is no longer acceptable.

Support and Accommodation

In the book <u>No Pity</u>, Joseph Shapiro chronicles the growth and successes of the disability rights movement in the United States. Shapiro points out that the disability rights movement is comprised of millions of people with disabilities, their families, and those that work with them. There is no national leader of the disability rights movement and, among the membership, one would undoubtedly find different opinions regarding a variety of issues. However, the guiding premise that binds the group together is that, *"there is no pity or tragedy in disability, and it is society's myths, fears, and stereotypes that make being disabled difficult" (Shapiro, 1994, p. 5).*

Disability rights advocates make the distinction between a *medical orientation* and *social orientation* in defining personal independence. Based on a medical orientation, a person's independence is related to the extent that s/he is better able to do things in the same way that others without disabilities do things (e.g., walk, feed self, complete job tasks). A person who can take 10 steps by him/herself is relatively more independent than a person who cannot take any steps without support. In contrast, a social orientation holds that personal independence is solely related to the extent to which a person has control over his/her life. An individual who uses a wheelchair can travel around the community because the community is accessible (e.g., has curb cuts, accessible restrooms, accessible buildings) is as *independent* as anyone else in the community. In contrast, an individual who uses a wheelchair but cannot travel outside of his/her own backyard because the community cannot be safely navigated is significantly less independent. Viewing personal independence as a social problem places an imperative on the community to make reasonable accommodations and provide necessary supports so that people with disabilities can access the same settings, have the same opportunities, and enjoy the same experiences as others.

A key tenet of the new way of thinking about disability is to consider disability a natural part of the human condition (i.e., a natural part of human diversity). Just as there are people with varieties of skin color, hair types, and people of varying heights and weights, there are people who have differences in the way they move around, communicate and learn. It is *not* unfortunate that individuals are different, but it is unfortunate that society often meets these differences with fear and pity. The new response calls for societal "pity" to be replaced by a response of "accommodation and support."

Who are People with Disabilities?

Estimates of the number of people with disabilities in the United States vary considerably. Conservative estimates typically fall somewhere around 40 million, while liberal estimates go as high as 120 million. There are some individuals who do not perceive that they have a disability even though most people in society would consider them to be disabled. For example, a large segment of the deaf population contends that deafness should be considered a cultural difference, not a disability. Conversely, other individuals who believe that they have a disability, even though many in society might question whether their condition truly constitutes a "disability." The point is that "disability" and the various "disability categories" are simply terms that refer to concepts confirming a belief that people in society differ from one another in important ways. Too often people forget that disability-related terms are *descriptions of* characteristics or behaviors, not an *explanation for* characteristics and behaviors. For example, "autism" is a term used to refer to people who behave atypically in regard to communication and social interaction. "Autism" does not explain *why* someone behaves the way they do, it is just a way to categorize people who share behaviors and characteristics that significantly differ from the norm.

TERMINOLOGY

The terms "disability," "handicap," "impairment," and "exceptionality" are often used interchangeably in conversational speech. Shapiro (1994) points out that "disabled' has become the usage of choice, replacing 'handicapped' in recent years and becoming the first word to emerge by consensus from within the disability community itself. More acceptable still is 'person with a disability' (or 'who is deaf,' 'who has mental retardation,' etc.), since it emphasizes the individual before the condition" (Shapiro, 1994, p. 33). Some claim "disability refers to a condition, such as loss of a limb, whereas handicap describes the consequences of the disability. People are handicapped because of their disability" (Meyen, 1995, p. 41). However, this distinction between "handicap" and "disability" is not universally recognized.

Terminology aside, it is clear that people with disabilities are an extremely heterogeneous group. It is obvious that the daily challenges and life experiences of individuals who are hard of hearing are quite different from persons with visual impairments. Therefore, the accommodations and supports that will be useful to individuals from these two disability categories are quite different.

Although determining who does and who does not have a disability is always a matter of perspective, the presence of a disability is usually verified by evidence that some sort of *functional limitation* exists for an individual. A functional limitation is a challenge or difficulty that a person faces when trying to perform a daily life activity (e.g., communication, mobility, self-care, and work-related tasks).

Major federal disability laws use different criteria to define disabling conditions, and therefore, people may qualify as disabled under one law and not under another. The extensiveness of the criteria is related to the different purposes of the laws. For instance, the Americans with Disabilities Act (ADA) has a very broad definition of disability since the primary intent of this law is to protect people from discrimination. The Rehabilitation Act has somewhat more restricted criteria for judging disability since this law involves the delivery of services (i.e., vocational rehabilitation services) that use public funds. The Individuals with Disabilities Education Act (IDEA), the law pertaining to the delivery of special education services, has more restrictive criteria for determining the presence of a disability than either the ADA or the Rehabilitation Act. Specifically, only learners with the following disabilities are included: learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, and traumatic brain injury. If a learner's functional limitations are not related to one of these disabilities, the learner will not qualify for special education services under IDEA.

Disabilities Defined by Law

Because the focus of the training for which this information is prepared concerns including learners who are receiving special education services (as well as former learners who received special education while attending school) in Education to Careers activities, additional information on IDEA is warranted. Specifically, the major protections and services associated with the law will be presented, followed by descriptions of each disability category.

The Individuals with Disabilities Education Act was initially passed in 1975. The last major revision was in 1997. IDEA requires any state that offers a publicly funded education program (and all states do) to provide a free,

appropriate public education (FAPE) to children with disabilities between the ages of 3 and 21, regardless of the severity of the disability. IDEA requires that learners with disabilities have an Individualized Education Program (IEP) based on their unique needs in the least restrictive environment (LRE) possible. The LRE is the setting where an individual's learning goals can be met and is closest to a setting in which the individual's regular education peers are learning. Thus, if an individual with a disability could learn equally well in a regular classroom and in a separate classroom, the LRE provision would require that the person be educated in the regular classroom. IDEA also provides guidelines for determining what related services are necessary and outlines a "due process" procedure to make sure learner needs are adequately met. Eligibility for special education services is determined through "nondiscriminatory evaluation" by a multidisciplinary team. This requires school districts use testing materials free from racial or cultural discrimination and that are presented in the learner's native language or means of communicating. The multidisciplinary team includes members from a number of education-related professions (e.g., teachers, speech and language pathologists, occupational therapists, physical therapists, social workers, school psychologists).

The twelve conditions that qualify a learner for special education services under IDEA are described below. The language comprising each description was taken directly from the Code of Federal Regulations [Title 34, Volume 2, Parts 300 to 399].

1. *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

   Autism

2. *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the learner cannot be accommodated in special education programs solely for children with deafness or children with blindness.

   Deaf-blindness

Emotional Disturbance ······>

3. *Emotional disturbance* is defined as a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a learners educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to learners who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairments ······>

4. *Hearing Impairments and Deafness. Deafness* means a hearing impairment that is so severe that the learner is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects his/her educational performance. *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a learner's educational performance but that is not included under the definition of deafness.

Mental Retardation ······>

5. *Mental retardation* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a learner's educational performance.

Multiple Disabilities ······>

6. *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that the learner cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment ······>

7. *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

8. *Health impairments* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) adversely affects a learner's educational performance.

9. *Specific learning disability* is defined as follows: (i) General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (ii) Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

10. *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a learner's educational performance.

11. *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a learner's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

12. *Visual impairment* including blindness means an impairment in vision that, even with correction, adversely affects a learner's educational performance. The term includes both partial sight and blindness.

Principal Jones Gets Into Legal Trouble

Ms. McElroy, the chairperson of Anderson High School's Special Education Department, meets with Principal Jones at his office every other Wednesday afternoon. This standing meeting provides Principal Jones with the opportunity to stay abreast of special education matters within the high school and to consult with his department chairperson regarding action the school should take. Here's what transpired at their latest meeting

Principal Jones: Welcome! Good to see you!

Ms. McElroy: Great to see you too!

Principal Jones: Well, what do we have on our plate today?

Ms. McElroy: First, there is the issue of Coach Watkins.

Principal Jones: Yes, the basketball team is heading down the home stretch. I think we may have a new trophy in the trophy case this year.

Ms. McElroy: Yes, the team is doing quite well. But, Mr. Watkins hasn't submitted any work on the transition planning sections of the IEPs for the learners he's been assigned. Last year, as a special education faculty, we all agreed that we would review learner IEPs and make sure we addressed the transition services section. He says that none of his kids are worried about what they will do after they graduate from high school, and he doesn't see any point in having all these meetings with the parents and learners to come up with a transition plan.

Principal Jones: Watkins is an experienced teacher, Ms. McElroy. He's got a lot to do these days, getting the team ready for the state playoffs and all. Nothing to worry about, as I see it! You know, I must admit that I didn't know what I wanted to do when I grew up until I was almost out of college. In fact, I'm still trying to figure out what I want to do when I grow up!

Ms. McElroy: Hmmmm…(pause). Another matter concerns Randy McIntosh.

Principal Jones: Bad apple, that McIntosh, no pun intended!

Ms. McElroy: Well, as you know, he has a primary disability of a social/emotional behavior disorder.

Principal Jones: Yes, yes, yes. I remember that Pfiefer (school psychologist) and Silverman (special education teacher) set up some sort of program for him where he could win a cheeseburger for being good.

Ms. McElroy: That was a token economy program. He earned tokens for meeting certain goals, and was able to exchange his tokens for reinforcers, one of which was a meal at a restaurant. He's no longer on the token program. In fact, his behavior has really improved over the past year. Anyway, the issue is that he and…

Principal Jones: You know, I'm glad he's graduating this year. I remember a few years ago when he kept making those annoying sounds during the spring musical. It was quite a problem.

Ms. McElroy: The issue is that he and his parents don't want him to graduate in June. They feel that he has made progress in his behavior and that he has benefited from

Education to Careers activities. He's only 18 years old, and they want to explore the possibility of enrolling him in a program offered through the Area Vocational Center (AVC) for the next two years.

Principal Jones: Nope, nope, no way. We've had him for 4 years and don't have enough staff and time to provide for his further education. There are plenty of postsecondary schools that offer vocational programs. His parents can pay for him to go to one of those schools if they want.

Ms. McElroy: But they've asked to meet with the IEP team and change his goals.

Principal Jones: Don't schedule any IEP meetings. Tell them it is too late to change his IEP at this time. He is a senior and he's going to graduate. Period. He's not going to go to the AVC for two years. He's too distracting in a classroom.

Ms. McElroy: Hmmm...(long pause). Let's talk about the new hires for next year. One of the applicants for the teacher's aide position uses a wheelchair. I'd like to set up an interview with her.

Principal Jones: Fine, fine.

Ms. McElroy: The problem is, that if we decide to put her on the short list, she will have to go to the district office to interview with Dr. Tomlison (the personnel director) and fill out the paperwork.

Principal Jones: So?

Ms. McElroy: Because of the remodeling that is being completed, the district office won't be accessible for the next two months. How will she get in to see Dr. Tomlison?

Principal Jones: Nothing we can do about that. Better not interview her. Find someone else.

Ms. McElroy: Hmmm...

Principal Jones: Anything else?

Ms. McElroy: No. Not for now.

Principal Jones: Tell Watkins to give the boys the "Gipper Speech!" Big game tonight!

Ms. McElroy: I'll do that. Bye. (Turning as she gets to the door). Say, how well do you know your lawyer? (Exits without waiting for an answer).

What did Principal Jones do wrong besides telling bad jokes and being more concerned about his school winning basketball games than providing good transition services? In regard to his legal obligations, he made at least three mistakes that could put his school district, his teachers, and himself at risk for legal action. More importantly, he is flagrantly disregarding the intent of laws that were enacted to protect the civil rights of persons with disabilities.

Principal Jones' first mistake was to condone the lack of transition planning within the school. The Individuals with Disabilities Education Act (IDEA) requires schools to include a statement of needed transition services on the IEP for every learner, 14 years or older, receiving special education services. Teachers and principals simply do not have the option of ignoring this requirement, regardless of their views on the value of transition planning activities.

His second mistake was stating that an eighteen-year-old learner with a disability would not be allowed to continue his education past the current school year. Principal Jones did not seem to be aware that it is not a school's decision to decide whether or not a learner with a disability continues his or her education beyond age 18. IDEA provides learners with disabilities the right to remain in school and receive a free and appropriate public education until age 21. Moreover, the parents have every right to reconvene the IEP team and discuss the need for changes in IEP goals. The fact that the learner is a senior does not override this right.

Finally, Principal Jones cannot deny a job applicant an interview because the building in which a portion of the interview is to be conducted is not accessible. The American with Disabilities Act (ADA) requires nondiscriminatory hiring practices. If the school district's office building is temporarily non-accessible, the district needs to make a reasonable accommodation such as arranging another location to interview the candidate. For example, Dr. Tomlison (the personnel director) could come to the high school to interview the candidate and bring along the necessary paperwork.

Legal parameters must be followed in the provision of services to individuals with disabilities. In this section, the essential provisions of the following four key federal laws are presented: (a) Americans with Disabilities Act, (b) Individuals with Disabilities Education Act, (c) Carl D. Perkins Vocational and Technical Education Act, and (d) Rehabilitation Act. However, no pretense is made that every detail of each law is covered. Furthermore, while these four laws are important, they are certainly not the only laws relevant to learners with disabilities who are transitioning from school to adult life. There are many state and federal laws that can be applied to a wide variety of situations that affect young people with disabilities. This curriculum is intended to provide basic information on the key laws in a manner that is accessible and useful to a diverse audience. Thus, readers should be aware that the scope and the technicality of the legal information are purposefully limited. Those who desire more detailed information should consult additional sources (see the resource guide that accompanies these modules).

Americans with Disabilities Act — P.L. 101-336

The Americans with Disabilities Act (ADA) is a civil rights law that provides protections to individuals with disabilities in the areas of education,

employment, public services, public accommodations, transportation, and telecommunications. It was passed by Congress and signed by President George Bush in 1990; thus, it is a law with a relatively short history. In many ways the ADA can be considered to be an extension of Section 504 of the Rehabilitation Act. Whereas the provisions of Section 504 affect only organizations that receive federal funds, the ADA applies to the private sector. The key tenets of the ADA are that employers and schools must make reasonable accommodations to enable people with disabilities to be successful, and that community facilities that are accessible to the general public must also be accessible to persons with disabilities.

The ADA protects only "qualified" individuals from hiring discrimination. One common misconception of the ADA is that the law obligates an employer to hire a less qualified worker with a disability over a more qualified worker without a disability. This is simply not true. The law is very clear that an employer has no such obligation. However, employers are required to make "reasonable accommodations" for an employee as long as the employee can do the essential elements of his or her job. By definition a "reasonable accommodation" is something that does not constitute an "undue hardship" on an employer. For instance, a reasonable accommodation for a clerical employee with a physical disability who could not reach the top shelves of a filing cabinet would be for the employer to obtain new filing cabinets that the employee could operate.

Individuals with Disabilities Education Act — P.L. 105-17

The Individuals with Disabilities Education Act (IDEA) was most recently amended in 1997. Originally passed in 1975 as the Education of All Handicapped Children Act (PL 94-142), IDEA is the legislation that provides children with disabilities the right to a free and appropriate public education. Among the many provisions of IDEA are the right of learners with disabilities to be educated in the least restrictive environment (i.e., the setting where a learner can achieve his or her instructional goals that is most similar to the setting used by chronologically aged peers) and the right to an Individual Educational Program or IEP. Also, learners and their families have the right to initiate due process procedures if they believe that special education services are not being correctly implemented. For example, due process procedures may be initiated if a learner's parents/guardians felt that a school provided their child with too many special education services that were in separate

settings outside of the regular education classroom. In such a case, there would be a claim that the least restrictive environment provision of IDEA had been violated. IDEA allows parents and learners with disabilities to present their case to an impartial due process hearing officer whose decision is binding on a school district.

In regard to transition services, IDEA defines transition services as a "coordinated set of activities in an *outcome-oriented* process that promotes movement from school to postschool activities" (emphasis added). Moreover, transition services must consist of coordinated activities that are based on learner needs, taking into account the learner's preferences and interests. The language pertaining to "outcomes" is particularly important because it clearly designates that schools are responsible for initiating transition planning with learners and their families that focuses on the attainment of real-life outcomes after the learner graduates from high school. Examples of "real life outcomes" include obtaining employment, attending a postsecondary educational program, and participating in specific recreational leisure activities.

IDEA also emphasizes the need for interagency involvement in transition planning. If at all possible, transition planning should be a process involving learners, their parents/guardians, educators, and postschool support providers (e.g., vocational rehabilitation counselors, professionals from disability support offices at post-secondary schools, supported employment provider staff). These individuals should collaborate to identify desirable postschool outcomes as well as the supports that learners will need to function successfully in future settings. Ideally, transition planning promotes relevant secondary educational experiences and links learners to postschool supports that are tailored to their individual needs. As Wehman (1995) stated, a student's transition plan should "serve as a blueprint for the future, much like an architect would write a plan for building a house" (p. 1).

A final right granted to parents and learners under IDEA is the right to ask the school to reconvene a transition planning team after the learner has left school. Although the school may no longer have an obligation to provide specific services to their former learner, they do have a responsibility to participate in problem-solving activities associated with a learner's school to adult life transition.

Carl D. Perkins Vocational & Technical Education Act — P.L. 105-332

Known as the Perkins Act, the purpose of this law is to develop the academic, vocational, and technical skills of secondary and postsecondary learners who are enrolled in vocational technical education programs. Perkins funds flow through states to local education agencies (LEAs) (e.g., school districts, community colleges, or postsecondary, and private for-profit vocational-technical institutes). Due to the manner in which the Perkins funding formula is structured, LEAs serving a high percentage of learners who come from poor/underprivileged families or learners with disabilities will capture more funds than LEAs serving lower percentages of learners from these two groups. Comprehensive high schools that offer career and technical education (CTE) programs, vocational high schools (i.e., high schools that offer only CTE programs), regional/area vocational centers that serve multiple high schools, and community colleges are among the LEAs that are eligible to apply for and receive Perkins funds.

A major revision of the Perkins Act occurred in 1990 when Perkins funding was used as a means to persuade CTE programs to move away from providing training that focused on narrow, specific requirements associated with a particular job. Since 1990, the Perkins Act has encouraged CTE programs to provide training where learners learn about jobs associated with an entire industry. Additionally, programs have been encouraged to integrate academic training into their CTE training so that learners enrolled in CTE programs have the opportunity to develop strong academic skills.

The latest revision of the Perkins Act was passed in 1998. In addition to retaining the reform provisions in the 1990 Act that were discussed above, the new Perkins Act requires CTE programs to make special efforts to disseminate information regarding CTE opportunities to learners from "special populations." Special populations refer to individuals with disabilities; educationally and economically disadvantaged individuals (including foster children); individuals preparing for nontraditional training and employment; single parents (including single pregnant women); displaced homemakers; and individuals with other barriers to educational achievement, including individuals of limited English proficiency.

Finally, the 1998 Perkins Act mandated programs to assure the "full participation" of persons with disabilities. Full participation requires affirmative

conduct on the part of the program to promote the success of persons with disabilities. For example, if an individual is hard of hearing and is enrolled in a CTE program, the school that operates the program should provide special accommodations such as an FM system, a system where a teacher wears a microphone and the speech signal is picked up by an FM receiver that the learner wears, if the FM system is necessary to ensure the learner's success.

Rehabilitation Act — P.L. 105-220

The genesis of the Rehabilitation Act can be traced back to 1918 when legislation was passed to provide rehabilitative services to veterans of World War 1. Over the years, the Rehabilitation Act has undergone many changes, with the last major revision occurring in 1998. The Rehabilitation Act Amendments of 1998 were included under the Workforce Investment Act of 1998 in an effort to link state vocational rehabilitation systems to state workforce investment systems.

The goal of vocational rehabilitation services is to assist persons with disabilities in obtaining gainful employment. The Rehabilitation Act broadly defines employment to include full- or part-time competitive employment in the community workforce, supported employment, and other types of paid employment such as telecommuting and business ownership.

Some key provisions of the Rehabilitation Act include the "presumption of eligibility" principle, where it is assumed all individuals with disabilities can benefit from vocational rehabilitation (VR) services regardless of the severity of their disability. There must be "clear and convincing evidence" that a person cannot benefit from VR services before VR services can be denied to him or her. The Rehabilitation Act also contains the same definition of transition services as specified in the Individuals with Disabilities Education Act (IDEA) to assure that state departments of education and state departments of VR have a consistent vision of what constitutes transition services. Finally, state departments of VR are charged with interagency collaboration, which means that they must collaborate with schools and other organizations for the common good of clients whom they serve.

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability in federally funded programs. Virtually every public school is subject to the requirements of the Rehabilitation Act, regardless of whether it directly receives federal funding, because public schools are legal organizations within

state governments, and state governments receive federal funds for a wide range of purposes (e.g., road repair, airport construction, rehabilitation services). There are many other organizations that receive federal funds as well. Thus, the civil rights protections associated with Section 504 have far reaching implications. Furthermore, because the Rehabilitation Act contains a broader definition of disability than the Individuals with Disabilities Education Act (IDEA), its provisions apply to more learners than IDEA. For instance, learners with Attention Deficit Hyperactivity Disorder are not covered under the provisions of IDEA but are included under the Rehabilitation Act.

Two of the main focuses of Section 504 are protection from discrimination in hiring and protection from discrimination in service provision. For example, a school district cannot deny a youth with a disability the opportunity to participate in an instructional program in which he or she would benefit. Moreover, a school district cannot limit a learner's opportunities to participate in an activity by failing to provide equal access to a program or by offering a learner an alternative, less effective program.

Structure for Action and Policy

The Merriville County Interagency Transition Consortium is comprised of schools, organizations that provide adult services, and local offices of state agencies that share a common goal of serving youth and young adults with disabilities in the Merriville community. The Consortium exists to provide an avenue for professionals from different agencies to work with one another for the purpose of improving services to youth and young adults with disabilities. The Consortium has an Executive Committee that includes administrators and teachers from several high schools, parents of learners with disabilities, a variety of professionals from adult programs that serve people with disabilities, and individuals with disabilities. The Executive Committee's purpose is to provide leadership to guide the Consortium's efforts.

Initially, although everyone on the Executive Committee was supportive of collaborative service provision, nobody was sure what needed to be done to actually improve opportunities for youth with disabilities who are transitioning from school to adult life. The Committee decided to gather information that could lead to good decision-making and thoughtful action. They agreed on the following questions as a basis for their information collection efforts:

- *What services are currently available in Merriville to help young adults with disabilities? Can anyone receive these services or are certain services restricted in some way (e.g., an organization's services are only targeted to a specific disability group or a certain program is filled to capacity)? What services, if any, charge fees?*
- *How are former learners, who received special education services while attending high school, faring in their adult lives? Do they have jobs? Do they pursue opportunities to further their education? Do they live outside of their family home?*
- *What services and programs do learners with disabilities, former learners with disabilities, and families that have members with disabilities wish were available that do not exist at the present time?*

To answer the first question regarding existing programs, the Committee developed a resource directory that listed all of the service providers in the Merriville community and provided descriptions of the services they offered. The Committee accomplished this by brainstorming organizations with which they were familiar, consulting reference materials (e.g., telephone books), and asking others outside of the Committee (e.g., coworkers, friends) for suggestions. Once a master list of service providers was generated, representatives from each organization were contacted and asked to provide a description of the programs and services that their organization offered. Respondents were also asked to include information about the capacity of their organization to serve new clients and the cost of services to individuals and families.

Aggregated information on existing service providers enabled the Committee to analyze the scope of services available and to identify the gaps that existed in the service delivery system. For example, there were many programs that provided vocational services to persons with disabilities, but there were very few organizations that offered support to persons with disabilities who wanted to expand their recreation, leisure, and social opportunities. Also, supported residential options were quite limited.

The resource directory had an additional benefit as well. Parents/guardians and learners who were involved in the transition planning process were now able to identify and contact organizations that offered services in which they were interested. Through a grant provided from the Department of Human Services/Office of Rehabilitation Services, the Committee was able to produce a sufficient number of copies of the resource directory to provide a copy to each learner of transition planning age who was enrolled in the Merriville Public Schools.

The Committee's second question, regarding the status of former learners who received special education services in high school, was answered through conducting a follow-up study of former learners. Using materials provided in a kit available from the Pro-Ed publishing company (Sitlington & Frank, 1998), the Committee was able to quickly design a survey instrument and collect data on a sample of former learners. Among other findings, the follow-up study

revealed that most former learners were employed, but very few continued their education after high school.

To answer their final question about what services people with disabilities most wanted to see become available in their community, the Committee organized "focus groups" of learners with disabilities, former learners with disabilities, and families that have members with disabilities. Findings from these focus groups supported findings from the other data collection efforts and provided some new information as well. For example, consistent with the analysis of services they completed by examining the resource directory, the Committee learned that many parents of learners with more severe disabilities were very anxious about the limited availability of residential services in their community. Persons with disabilities desiring out-of-home residential services had to be placed at the end of long waiting lists and their prospects of ever receiving services were poor. Also, it was found that current learners with mild disabilities had a strong desire to pursue educational opportunities after high school graduation. They wanted training opportunities that would prepare them to be employed in jobs that offered better pay and working conditions than the entry level, non-skilled positions in which they were currently employed. Finally, the focus group interviews identified additional information that had not been uncovered through previous information gathering efforts. Perhaps the most important finding was that former learners from all disability groups

reported that they felt socially isolated and wished that there were someone that could help them acquire recreation-leisure skills and arrange social activities.

From these three information collection activities, the Merriville Interagency Transition Consortium found that their community had many excellent services to offer persons with disabilities. However, there were also many unmet needs. Although addressing these needs was a challenge, the Committee had a strong foundation on which to justify the expansion of new programs and recommend changes to existing programs. They set three goals for the coming year:

1. Work with the local community college to expand educational opportunities for youth with disabilities and work with high schools to better prepare learners for postsecondary learning.
2. Work with adult service organizations to expand the options available to individuals that need long-term residential support.
3. Work with the Park District to identify recreational programs in which persons with disabilities can participate with modifications and/or support. Paramount to this effort is the identification of opportunities for persons with disabilities to participate in integrated recreation/leisure activities as opposed to programs targeted solely to special populations (e.g., Special Olympics).

Three kinds of information can help guide decisions about and methods for improving services to youth and young adults with disabilities: information on services currently available within a community, postschool follow-up information, and information collected from interviews with persons with disabilities and family members. As was the case in the vignette, it is best when an interagency group collects information since solutions often require interagency cooperation. However, the information collection efforts described are worthwhile to complete even if only one organization is involved. Although collecting information to guide decision-making is a time consuming process, the benefits outweigh the costs. Basing decisions on accurate and objective information is far superior to merely relying on people's informal impressions.

It is far better to invest time and energy in data collection activities than on misguided ideas.

Available Community Transition Services

In order to develop a comprehensive system of transition services and supports, there must be widespread awareness of both the services targeted to individuals with disabilities and also the services available to the general public that youth with disabilities may access. A resource directory, which identifies local organizations and describes the types of services that each offers, enables youth and families to explore the range of services and supports that are available in a community. Without this information, many youth and families are dependent upon the knowledge and opinions of a few professionals in determining what services may be appropriate. A resource directory is also an invaluable tool for interagency committees that are in the process of developing local interagency agreements. Once the types of services and supports provided by different organizations are known, "gaps" in the service system can be recognized and commitments can be made to fulfill different service roles and responsibilities.

Developing a resource directory is a straightforward process that includes: (a) networking among interagency representatives to identify relevant organizations; (b) creating a survey form that includes key information of interest to professionals, youth, and families; (c) surveying the various organizations; and (d) compiling the survey information in a logical format. A sample response form is shown on the next page.

Response Form for Community Resource Directory

SAMPLE

Organization Name: Merriville Community Vocational Services

Contact Person: Jane Terrill, Associate Director.

Address: 1036 Main Street, Merriville, IL 12345

Telephone: (333) 333-3333

E-Mail: janeterrill@mcvs.net

Description of Services: Merriville Community Vocational Services (CVS) offers services to assist persons with disabilities in obtaining employment. Most CVS consumers have a
developmental disability or a mental health disability. CVS offers employment opportunities at its rehabilitation facility located on Main Street, and also offers supported employment services in community settings.

Costs: Most consumers who receive services are funded through the State of Illinois Department of Human Services (DHS). For consumers who are not eligible for DHS funding, fees are negotiated on an individual basis. No individual is expected to pay a higher fee than what is provided by the State.

Other information: Anyone who wishes to learn more about the services provided by CVS are encouraged to contact Jane Terrill or any of the associate directors.

Postschool Follow-up Information

Postschool outcome information is the most basic source of information for purposes of program evaluation and improvement.

Given the extent of the public investment in special education and other services targeting youth and young adults with disabilities, it is difficult to understand why locally conducted postschool follow-up is not routinely completed. Not only do follow-up studies provide a valid measure of the relative success of a high school preparation program, they also provide community planners with the life status and experiences of former learners. If the employment outcomes are dismal for youth one year after they leave high school, it is clear that school professionals and provider agencies need to target career services.

Fortunately, a system that enables local school districts and/or interagency teams to collect routine outcome information is available. Sitlington and Frank (1998) authored <u>Follow-Up Studies: A Practitioner's Handbook</u>, a publication that provides step-by-step procedures. Included in the packet is a computer disk that enables users to select specific questions to place on a survey form. The essential steps to conduct a postschool follow-up study include:

1. Develop the survey instrument.
2. Identify former learners (usually this involves a random selection).
3. Train interviewers to assure that all interviewers asked questions in the same manner.
4. Collect data (i.e., complete interviews).
5. Compile and analyze data.
6. Disseminate Findings.

Interviewing Persons with Disabilities and Family Members

There is no substitute for the perspectives of youth and families when assessing the extent to which current services meet the needs of youth with disabilities. Without consumer feedback, professionals run the risk of offering services and programs that are irrelevant to the needs of the individuals and families they are attempting to serve. Local communities should regularly survey their current and former consumers regarding service satisfaction. Additionally, the input of youth and family members should be sought regarding new approaches or changes in the service system.

The "face to face" personal interview is one way to collect information. An interview script should be developed so that consistent information is collected

across interviews. Another way to collect information directly from learners and parents is through focus groups. Focus group interviews have the advantage of being able to obtain perspectives in an interactive setting, which can often generate greater breadth of information. To avoid moderator bias, select a trained moderator. Focus group interview data collection and analysis procedures are provided by Vaughn, Schumm, and Sinagub (1996). They recommend the following steps be completed in sequence: (1) delineate the purpose of the research; (2) designate and train focus group moderators; (3) refine the research goals; (4) select the participants; (5) determine the number of focus group interviews; (6) arrange for the focus group facility; (7) develop an interview script; (8) conduct and record focus group interviews; and (9) analyze the focus group data. As with postschool follow-up surveys, it is important that the interviewees be randomly selected regardless of whether individual or group interviews are used.

When collecting satisfaction data, it is important not only to assess the general level of consumer satisfaction but also to gather information on "why" people feel positive or negative about their experiences with different services and organizations. Information from consumers is extremely valuable when making recommendations to improve programs.

In summary, information is a powerful tool for decision makers who are involved in efforts to enhance opportunities for youth with disabilities. Information related to (a) available services, (b) the postschool status and experiences of former learners, and (c) the perspectives of former learners and their parents/ guardians should be gathered to provide a foundation for improving transition services. As professionals become increasingly skilled at collecting, managing, and sharing different types of information, they will build responsive, comprehensive state-of-the-art service systems. From this kind of system, collaborative vision and inclusive policy can appropriately be set.

● FAQs   ?

1. *What are schools required to provide to learners with disabilities in terms of transition and vocational services?*

   It depends on the disability. Learners with one or more disabilities identified under the Individuals with Disabilities Education Act (IDEA - PL 105-17) are provided greater protections than learners with other

types of disabilities. Part 1 lists all of the disability conditions identified under IDEA. IDEA-eligible learners have a right to a free and appropriate public education from ages 3 - 21. Each year the school is responsible for developing an Individualized Education Plan (IEP) with the learner and his or her parents/guardians that identifies appropriate learning goals. The school is required to make available to the learner the programs and services listed on the IEP. Moreover, the school must document that the learner's assistive technology needs have been considered and must address a learner's school to adult life transition needs as well.

2. *Does the Rehabilitation Act affect schools?*

Definitely. There are many learners with disabilities who do not qualify for special education services under IDEA but who do qualify for protections under Section 504 of the Rehabilitation Act. The Rehabilitation Act requires schools to reasonably accommodate special needs. For example, someone with Attention Deficit Hyperactivity Disorder (ADHD) may need special testing accommodations due to distractibility issues.

3. *Won't data-based decision-making efforts take time and energy? If so, are these efforts really worthwhile?*

Information collection certainly requires time, resources, and effort. There is no short-cut to acquiring good information. However, making decisions in the absence of solid data is far more costly in the long run. While there are many positive aspects of the contemporary service delivery system, many of the problems of our current system are results of decisions made by people who did not have accurate information. Duplication/redundancy in programs, gaps in the types of services that are provided, and the provision of services that do not match the needs of the disability community are often the result of decisions made without full understanding of what services are currently available and what services people with disabilities truly desire.

4. *How do I get information collection efforts started in my community?*

There is nothing magic about starting information collection efforts. The best way to begin collecting information is to form a multi-agency coalition of individuals who understand the importance of these efforts and who are willing to devote the time and energy needed to gather data. It is best for the multi-agency group to work on one project at a time. This group should specify its data collection goals, identify specific tasks to be accomplished, and set timelines for accomplishing these tasks. Although it is challenging to start information collection efforts in a community, it is important to recall the words of Margaret Mead who said, "Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has." One person or one organization cannot easily collect information for an extra community; information collection efforts are much more effectively handled through the commitment of a group of thoughtful individuals.

> **"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has."**
> —Margaret Mead

&Practices Strategies

Unfortunately, there are no foolproof steps or magic tricks to successfully include learners with disabilities in **etc** programs. The reality is that **etc** Coordinators and others responsible for **etc** programs must be pioneers and forge new ground with each learner. The extent to which **etc** Partnerships are successful in preparing learners with disabilities for meaningful and productive careers will undoubtedly depend on the commitment and creativity of those responsible for the programs that are offered. It is hoped that the following strategies will inspire **etc** Partnerships to develop effective patterns of responding to learners with disabilities.

- Ask people with disabilities and/or their parents/guardians to participate on **etc** committees and in **etc** strategic planning.
- Conduct workshops for **etc** staff members and committee members on valuing All Learners.
- Organize professional development activities that bring together regular education and special education personnel.

- Include examples related to youth with disabilities in curriculum development and training.
- Include examples related to youth with disabilities in professional development activities (e.g., for a career planning workshop, include at least one training example that is both an individualized career plan (ICP) and an individualized education plan (IEP).
- Require that mini-grant proposals reflect inclusive practices.
- Include images of people with disabilities in all **etc** marketing materials.
- Include "request for accommodations" on all **etc** registration brochures.
- Have all **etc** functions in accessible locations.
- Encourage reflective self-evaluation of events and training, asking, "Who wasn't present? Why? How can the individuals be encouraged to attend next time?"
- Get political. Encourage administrators, counselors, instructors, and special populations coordinators to organize and work together with parents/guardians, employers, and special education representatives. Tasks could include gathering information on current practices as a basis for improving and expanding activities and services, and to influence policy.

● References

Shapiro, J. P. (1994). <u>No Pity</u>. New York: Times Books.

Meyen, E. L. (1995). Legislative and programmatic foundations of special education. In E. L. Meyen and T. M. Skrtic (Eds.), <u>Special education and student disability: An introduction</u> (pp. 33 – 95). Denver, CO: Love Publishing Company.

Sitlington, P. L. & Frank, A. R. (1998). <u>Follow-up studies: A practitioner's handbook.</u> Austin, TX: PRO-ED.

Wehman, P. (1995). <u>Individual transition plans: The teacher's curriculum guide for helping youth with special needs</u>. Austin, TX: PRO-ED.

Vaughn, S., Schumm, J. S., & Sinagub, J. (1996). <u>Focus groups in education and psychology.</u> Thousand Oaks, CA: Sage.

Learner and Family Involvement

Meg Hutchins, Ph.D.

Michael, a learner with disabilities, had been involved with many work experiences throughout his educational program. A janitorial job was available at the local shopping mall and it seemed to be a perfect match for Michael's skills. In addition, the salary was competitive and it provided medical insurance and many other desirable benefits without a probationary work period. Michael spent many hours with the employment specialist/job coach to learn all the identified job tasks and he successfully obtained full-time employment prior to graduating from high school. However, a follow-up after 6 months found Michael at home and no longer working. A closer evaluation revealed that it was really inconvenient for his family to get Michael to his job at the mall at such an early hour (i.e., 6:00 AM) and they did not like his schedule when he had to work on weekends. So a month after graduation, he quit.

Keeping families informed and a part of the team is essential. Since 1975, families have been recruited to be active members of a learner's educational process, and it is a role that cannot be minimized regardless of the learner's age or responsibility level. Involving the learner's family in the decision-making process and the career and technical program process is not only legally mandated, it is decidedly in the best interest of everyone vested in the educational and employment outcomes of learners with disabilities. Without active involvement and participation of learners and their families, natural supports may deteriorate and disappear, interfering with targeted transition goals and long-term employment success.

Involving Families

Creating an effective partnership with families requires more than providing notice of meetings and update reports of learner progress. If a career education program is to be successful, family members must play a vital role in the process. Family members have important information that can impact or influence the employment development and implementation activities conducted by educational personnel. Families can provide insights about the learner's proficiencies, interests, preferences, and learning difficulties as they relate to career and technical education and experiences that may not have been identified by teachers in a traditional academic environment. In addition,

family members may have their own preferences about work experiences and long-term outcomes that could impact on immediate and future employment decisions. Wages, benefits, work schedules, and transportation issues are often critical factors that determine the level of success experienced by employees with disabilies.

To most effectively collaborate with families of learners with disabilities, a systematic assessment of significant family members should be conducted on a regular basis. A career education program is longitudinal and, therefore, families need to be interviewed and provided the opportunity to continually discuss the targeted employment outcomes and planning process as the learner matures. Situations change over time and new information becomes available. These changes need to be reflected in the decisions being made and the direction in which the learner is guided to achieve his or her chosen employment goals. Periodic interviews can include accessing information related to the vision a family member has for the learner; schedule and transportation needs; optimal salary and benefit packages; previous work histories outside of school (including responsibilities at home); required accommodations to meet physical or sensory needs; as well as a preferred method for maintaining communication with the family concerning news, needs, and progress.

&Practices Strategies

- Interview parents/guardians annually regarding their vision, concerns, and preferences for employment outcomes and career and technical education opportunities for their child.

- Identify cultural influences that may affect interactions and collaboration with family members.

- Offer choices of times and places for family members to attend meetings, and assess what can be done to promote their participation.

1. *Do families always want to be involved?*

   No. Participation and involvement by family members varies. However, it should never be assumed that someone does not want to be involved and they should be continually invited to collaborate.

2. *I don't want to badger or harass a family. Shouldn't I just leave them alone if they don't appear to be interested?*

   You can be inviting and encouraging without badgering. It may be that there are barriers to their participation and collaboration that can be altered (e.g., need for childcare, place of meetings, time of meetings). Try to identify what factors may be interfering with their participation and optimize the collaborative effort by addressing the issues that impact upon their participation.

Communicating with Families

Educators must be listeners and hear the concerns that might be expressed by families as their child grows up and approaches the completion of a public education program. School may have served as a safe and secure place that was reliable and dependable for the learner, regardless of his/her needs. Entering the work force and the community-at-large can be a frightening reality for many learners with disabilities. Actions and words may be misunderstood or misinterpreted. There may be valid explanations for an absence from a meeting, a telephone call that is not returned, or a perceived aggressive or rigid attitude. It is the professional's responsibility to unveil the explanation and find a solution to bring the family back into the team.

Generalizations should not be made about how or when to contact families. Individual strategies must be identified that promote optimal participation and interaction. A note home to one family may work great, but a short telephone call to another family may be preferred. Meeting times often need to be flexible to accommodate family work schedules, child care responsibilities, or other commitments. After school is not always the most convenient time to talk.

Professionals must be aware of heightened cultural diversity and the impact that multicultural issues can have upon communication and interaction styles. It is important that there be a level of sensitivity to differing cultures and ways mores may influence the participation of a family in the career education process. Professionals cannot afford to be judgmental and must approach families and learners with a positive, supportive, and encouraging demeanor as employment goals and activities are discussed.

Practices & Strategies

- Converse about the learner in positive terms and omit subjective judgments or evaluative statements that are personal.
- Ask individual families how they like to be contacted and the best time and place to be contacted.
- Create opportunities for families to witness the learner successfully working by sharing videos, photographs, or visits to the work site.
- Minimize the use of intimidating and technical language and always insure that the primary language of the family is used in communication efforts.

FAQs

1. *I hate to bother a family at home. Should I be calling the home?*

   It is often more successful to ask families: "When is the best time to contact you? Where can you be reached?" Then you can individualize your methods of contact and have gained their approval for your chosen methods.

2. *Whose responsibility is it to contact families? The career and technical educator? The special educator? The school social worker?*

   Professionals involved with educating learners with disabilities must be work as a team. Who communicates with which family and about what content must be discussed and resolved within the team. It should not be assumed that the same professionals should always have the same roles.

Andre, a learner with disabilities, was seeking a clerical position, within a local community business, that matched the job skills he acquired during previous work experiences. Yearly interviews with his family revealed that they were concerned about transportation issues because Andre lived 10 miles from the city and none of his family came into town to work. They also expressed a concern that they would prefer for Andre to work 12 months a year (and not seasonally), on a Monday-Friday schedule. Working hours did not matter as long as a method for outside transportation was secured. So, a job was identified in which Andre worked 5 days a week from 9:30 AM – 4:00 PM and was able to share a ride with a member of his church who came into town to work. He paid the driver weekly an agreed upon sum for his share of the gas. Andre has been working at his job successfully for 3 years.

Learner-Focused Planning, Career Development, and Applied Learning

Meg Hutchins, Ph.D. & Jim Thompson, Ph.D.

Marisa was 16 years of age and attending the local high school. She received special education services in addition to attending general education classes with her peers, and was beginning a work study program as part of the transition planning process. Marisa loved young children and had some experience babysitting with children in her neighborhood. She was a very social young woman and had many friends at school. At the beginning of the year Marisa was given a schedule that indicated she would have 4 work experiences during the year (changing every 9-week grading period) at work sites that had been established in previous years by the career and technical education personnel. The experiences included industrial manufacturing, clerical, computer data entry, and food service. She worked at a site a few hours each week and attended all her other academic classes during the remaining school hours. By the end of the year, Marisa had become more sullen, her grades had fallen, and she was missing a lot of school. She was indicating very little interest in graduating from high school, and it seemed that she might drop out.

Learner-Focused Planning

There is increasing support and emphasis being placed upon the active involvement and participation of learners with disabilities in planning and implementing their transition and career development programs. Historically, employment and other educational decisions were often made without considering preferences, concerns, or needs that the learner might express. Not only did such an omission reflect a lack of respect for the individual, but often resulted in a lack of support by the learner for the selected outcome or objective. One explanation for job abandonment and unemployment after high school could be the minimal opportunity learners often have to express work preferences such as type of business, specific job responsibilities, social atmosphere, and physical environment. Typically, most people identify a job they would like to obtain and pursue it with reasons for seeking that particular position. Individuals with disabilities often have been placed in a job because it existed and had learnable tasks, with little regard for individual choice or

preferences of employment factors. Therefore, it has become critical for procedures to be developed and systematically implemented that provide increased learner input and participation in the Education to Careers process.

Promoting Self-Determination in Individuals with Disabilities

Self-determination refers to providing individuals with the opportunities and skills to take charge of their own lives and decisions. Individuals of all ages with disabilities have traditionally been directed through the decisions that impacted their lives. The need and right of these learners to express their opinions and preferences and to participate in the decision-making for their own lives is now recognized. Nowhere is this more important than in the employment arena. Self-determination is a critical variable to consider in order to assure success and contentment on the job.

In a career education program, attention to self-determination skills and opportunities can begin at a young age and continue throughout one's public education. Teaching self-management skills and using self-instruction methods in the context of academic or other assigned responsibilities, such as sports, clubs, and classroom jobs, are strategies for promoting a sense of autonomy and self-determined behavior. Providing choices, i.e., work experience and classroom jobs, and asking learners to reflect upon those choices by evaluating positive and negative points about the choice that was made (such as why I liked it or why I did not like it), can assist in teaching relationships among consequences, preferences, and choices. Learners then become better aware of variables to consider when making similar decisions in the future. Giving learners the responsibility for investigating options and opportunities with guidance and mentorship (such as interviewing employers about the business) may promote many targeted social and academic skills and enhance the learner's ability to evaluate job choices and his or her own preferences related to employment conditions. Finally, in order to promote self-determined behaviors for individuals with disabilities, learners must be able to communicate about their disabilities and their potential impact upon successfully completing a job so that they can advocate for themselves regarding reasonable accommodations.

Within the context of career education, multiple opportunities exist to provide learners with disabilities an increased competence in their self-determination

abilities. However, it means education personnel and significant others in the learners' lives have to recognize the "teachable moments" and specifically plan for achieving targeted objectives in this area.

Practices & Strategies

- In an **elementary program**, have learners nominate themselves for classroom jobs or responsibilities and identify why they may like the job and why they may be good at it. After a specified time, allow learners to switch jobs and write in a journal what they liked and did not like about the job, what tasks were hard or easy, and what personal characteristics affected their ability to do the job.

- In a **middle school or secondary program**, have learners select work experiences using classified ads. After a specified time, allow learners to write in a journal why they believe they would like the job, why they would be good at it, and what variables they would look for in a job of choice in the future.

- Identify objectives and/or skills for learners within a work experience or career education program that could be learned using self-instructional methodology.

- Identify behaviors and/or skills for learners that could be enhanced by using self-management techniques.

- Have learners evaluate jobs described in classified ads or observed during a field trip with respect to the skills that would be needed to be successful in the job, their own personal characteristics that would contribute to or interfere with success in the job, and reasonable accommodations that might be needed to be successful in the job.

1. *How many elementary classroom jobs are distinguishable so that learners can reflect upon pros and cons?*

   The parameters of the jobs may have to be designed in order to distinguish and balance desirable and undesirable features. For example, watering the plants may seem unappealing but is to be done at the end of the day and the job allows a learner to stop working early to complete the task. Sharpening pencils may seem highly appealing but is to be completed during the first part of recess each day.

2. *What if some classroom jobs are so unappealing that no one wants to apply?*

   This is the perfect opportunity to discuss the problem and identify what would need to change to fill the job position. Then negotiate changes (e.g., extra incentives, different work requirements) to find "applicants."

3. *What are some ways to promote self-instruction, especially for lower level readers who cannot use written instructions to learn?*

   Self-instruction methods can be implemented by using picture instructions (photographs or drawings), video modeling, or audiotape instructions to help the learner gain skills.

4. *What types of skills could be targeted using self-management techniques?*

   Examples of target behaviors that could be monitored using self-management strategies include initiating social interactions (such as greetings), following a work schedule with breaks, increasing work or rate of productivity, and finding solutions to conflicts or problems at work.

Providing Opportunities to Make Choices

As mentioned previously, offering opportunities for learners to make and evaluate choices can promote self-determination skills and enhance increased independence as adults. Many times educators create situations that do not provide choices or they assume that there is no place for choice within a given assignment or project. However, since there is a positive relationship between choice and individual success or achievement, it may be particularly beneficial within a career education program to identify when opportunities for choice can be provided and how choices or preferences can be acknowledged.

At young ages, learners develop preferences. It is important to capitalize on those opinions, likes, and dislikes to assist learners with disabilities to make decisions that will ultimately result in positive employment outcomes. Classroom jobs, work experiences, and other opportunities that relate to "work responsibilities" can entail a degree of choice and an opportunity to express a preference. Learner preferences should be considered when developing relationships with community businesses, rather than utilizing the same businesses for work experience sites for all learners. When exploring careers, let learners select careers of their interest to investigate, analyzing the demands and implications for working in that field or specific job.

Making choices can be promoted across all aspects of educational programming. Learners must develop skills to access the information necessary to make informed choices, and learn to reflect upon the outcomes and consequences of their choices.

Practices & Strategies

- With each plan or project, evaluate carefully where choice and an evaluation of choices fit. It may be surprising how much opportunity for choice exists while achieving the targeted learning objectives.

- Use strategies for learners to select work experiences based upon some degree of informed choice or preference, later evaluating their selection before choosing the next.

- Provide a range of career experiences across job tasks and social and environmental factors so that learners can sample a diversity of working conditions to aid them in determining the features of work that are important to them, i.e., job tasks, supervision model, social climate, and age of other employees.

- Document choices or selections of work experiences and collect a variety of data that indicates preferences of the learner, i.e., interviews with family, direct observation, and/or skill achievement.

FAQs

1. *Some learners with disabilities are not able to communicate a preference or choice. What then?*

   There are many ways that preference or choice may be communicated. Evaluate factors such as job performance, skills acquired, social behavior, and effect across different work conditions or settings to evaluate the preferred jobs or environments of the individual. Watch for messages that are not always communicated orally.

2. *What if the choice is not always available or possible?*

   In reality, we might not always get our choice, even though we have a preference. But that is very different from having the opportunity to express or identify a preference. Carefully consider the learning situation and where choice might be possible and how the opportunity for expressing choice may exist. It doesn't necessarily mean that a learner will have complete control, but rather an opportunity to integrate some degree of preference into the plan or outcome.

Career Development

Logan, an individual with a learning disability, was enrolled in a system that incorporated Education to Careers (**etc**) activities at every grade level, and began learning about the world of work in elementary school. Regularly, his teachers assigned jobs to him and the other learners to complete as part of their school day (e.g., taking the school lunch count to the office, running the flag up the flagpole each morning, cleaning the hamster cage, designing and decorating bulletin boards). Throughout elementary school, there were people from a variety of different occupations who came to the school to speak about their jobs. Logan's reading and writing assignments were often focused on the workplace and he learned vocabulary that is essential to functioning in employment (e.g., boss, benefits, fired). By the time Logan exited elementary school he understood that he lived in an interdependent society where each person was expected to make a contribution.

As a middle school learner, Logan began considering how he might fit into the adult work world. He began to explore occupations that were consistent with his skills and interests. For example, Logan understood that academics were a challenge for him, especially reading. He also understood that most of the jobs in which he was interested required some reading and he realized the importance of developing basic literacy skills as well as learning ways to compensate for his academic difficulties. Logan became particularly interested in automotive mechanics. On two occasions he had the opportunity to job shadow a mechanic.

When Logan entered high school he decided that he wanted to pursue a specific interest by enrolling in the mechanics program that was offered at the Area Vocational Center (several school districts supported the Center). This program was provided to qualified high school learners in their junior and senior years. Logan understood that in order to be admitted into the program he had to pass a specific number of English, mathematics, and science classes at his high school and had to score at a specific level on an entrance examination. Seeing the importance of his academic classes to his goal of entering and graduating from the mechanics program, Logan worked hard during his freshman and sophomore years to pass the prerequisite courses and prepare for the entrance test. His efforts paid off. With the support and cooperative efforts of the **etc** and career and technical education (CTE) coordinators, Logan successfully completed the mechanics program last May. He is currently employed as a mechanic at the local Ford dealership.

The goal of career education and career planning is to prepare learners to work successfully as adults. Although preparation for paid occupational roles is an important part of career education and planning, learners should also be prepared for unpaid work roles in the home, such as housekeeping and cooking, as well as volunteer work in the community. Career education and planning is grounded on the premise that a major function of schools is to prepare learners for adult roles. This philosophy is applicable to learners with and without disabilities. However, educators that focus on learners with disabilities have traditionally been more likely to embrace this philosophy than those who have focused on learners without disabilities.

Career Awareness and Exploration: Laying the Foundation for Career Success

The purpose of career awareness and exploration activities is to expose young people to the world of work and to different occupational roles. Youth and young adults will be at a serious disadvantage if they enter a vocational training program or start a job without understanding the basics of why people work, what is involved in having a job, and some basic expectations of all workers.

Career theorists point out that career decision-making is a process that involves a series of decisions and occurs over many years. Children typically begin the process with a "fantasy" choice – that is, they choose a job goal that is appealing because of the perceived glamour associated with the job. As they grow older, people move to a "tentative choice," where they begin to investigate a career based on a realistic assessment of their interests, abilities, and opportunities. Once a definite plan to reach a career goal is developed, a person is considered to have made a "selective choice." The developmental process of choosing a career is characterized by continuous compromise among many factors, i.e., one's talents, one's willingness to sacrifice, one's educational opportunities, and one's geographic location.

Since learners with disabilities may have to make more compromises than others, career awareness and exploration activities are especially important. This is not to suggest that people with disabilities cannot pursue their dreams. There are countless examples of people with all types of disabilities who are in good jobs that provide them with opportunities for personal fulfillment. The key is for learners with disabilities to start exploring careers at a young age

and, with the help of family, school professionals, mentors, and others, to arrive at an "optimistically realistic" career goal and plan.

Applied (Contextual) Learning

It is never too early to initiate applied learning activities appropriate to career development. For example, preschool children should be assigned classroom jobs such as picking up toys, performing the duties of a line leader, or distributing materials for snacks. During elementary school years, learner job responsibilities should be consistently expanded to teach the interdependency of people in the world of work as well as the challenging realities of work. Concepts to be taught include: jobs that are sometimes difficult and can be overwhelming, jobs requiring a commitment of time, and working with people with whom there may be conflict. Learners in elementary school should also learn about a wide range of occupations and acquire vocabulary that is essential to understanding the work world (e.g., paycheck, taxes, safety rules, job interview, layoff, raise, and license).

In the middle school years, applied learning activities should include more specific, real-life experiences. Learners should begin investigating particular careers that they think may be viable for them. This may include interviewing adults who are employed in certain jobs and discussing specific occupational goals with parents, teachers, and other trusted adults. It is the adults' responsibility to provide learners with information that affirms or challenges different choices. Learners should also have opportunities to "job shadow," which involves observing an individual in a certain occupation for some or all of a workday.

By the time a learner is in high school, it is desirable for him/her to take some initial steps in preparing for a specific career or occupation. While the extent of preparation will vary considerably based on the career that is selected, most high school learners will put more time and effort into their education when they understand the relevance of their education to their future careers and life. During the high school years, it is desirable for learners to get relevant, "hands on" experience that is related to their career choice. It is also important for learners to understand that "work" in adult life is not limited to occupations, but also includes other areas of life, such as work completed in the home and unpaid work completed in the community.

Varieties of programs are offered by high schools that are intended to prepare learners for employment. Some high schools offer a wide array of occupational preparation options, while others are quite narrow. Not only is there considerable disparity in the number of options available, there is also considerable variation in the quality of programs offered by different high schools.

High schools and community colleges that offer career and technical education (CTE) programs focus on preparing individuals for skilled or semi-skilled occupations or for enrollment in advanced technical education. Some common areas of CTE are vocational agriculture and agribusiness, marketing and distributive occupations, health occupations, family and consumer science, business and office occupations, technical occupations, and trades and industrial occupations. These programs may have very competitive admission criteria and may be quite demanding. Many CTE programs incorporate a "Cooperative Work Study" component where a learner has a paid internship in a job related to their area of training.

Work experience programs are different from CTE programs because the primary focus of these programs is on developing appropriate work habits and behaviors, not on developing specialized occupational skills. In Illinois, the Department of Human Services/Office of Rehabilitation Services (DHS-ORS) administers the Secondary Transition Experience Program (STEP). STEP funds assist schools in providing employment specialists/job coaches for learners with disabilities. The primary focus of work experience programs is to enable learners to learn work habits and behaviors that are necessary to obtain and maintain community employment, not to learn specialized work skills.

High schools and colleges may offer other occupational preparation options that do not neatly fit into a "career and technical education" or "work experience" format. For example, a high school may offer a "special needs CTE" program where the course demands and learner outcomes are different than regular CTE programs. Some schools may run an in-school workshop where learners learn work habits and behaviors in a school-based setting as opposed to a community setting.

Regardless of the types of options available, the critical issue for learners with disabilities is that school programs are designed to meet a learner's individual needs, goals, and career aspirations. That is, learners must not be forced to fit into programs. Rather, professionals should design programs to fit learners' abilities and needs.

Practices & Strategies

- Provide learners with work opportunities at an early age to learn the concepts of taking responsibility for completing a job and making contributions to a community.

- Teach learners vocabulary essential to functioning in the world of work.

- Connect learners with real workers from a variety of different occupations.

- Encourage learners to assess their own interests and aptitudes – this includes encouraging self-awareness.

- Support learners as they accept the challenging realities of holding a job.

- Provide an array of occupational preparation opportunities that can truly meet the interests and needs of each learner.

- Ask the learner to indicate the types of accommodations that have been helpful to complete assigned schoolwork or to participate successfully in class.

- Encourage Education to Careers and career and technical education programs to provide reasonable accommodations for learners with disabilities and employ qualified special populations coordinators to support teachers and learners.

- Identify activities for the learner to complete that will specifically target practicing literacy skills or other skill areas targeted on the IEP (e.g., interviewing an employer as a report, reading want ads to evaluate jobs of interest or to evaluate applicant requirements).

1. *Is it appropriate to be discussing future careers with 14 year olds? What is the relevance of this to their adult lives?*

As any good professional who has taken on the mantle of career counseling and planning can attest, it is not unusual for 15 out of 15 middle school boys to indicate that they plan to be the next Michael Jordan when they leave high school. Trying to help learners move from "fantasy" to "optimistically realistic" career choices can be a delicate process. Unless someone intervenes, learners may continue pursuing fantasy choices well into their teen years because they see no realistic alternative. Although many learners will change their minds regarding their occupational goals by the time they reach adulthood, learners who thoughtfully identify a realistic career choice are more likely to understand the challenges and sacrifices that they must make to reach a goal and to understand the relevance of their high school learning opportunities. The occupational decision-making process is characterized by continuous compromise among many factors (e.g., age, abilities, social status, education, and geographic location). Learners with disabilities who do not have long term goals are at risk of entering high school without any direction and leaving high school unskilled and underemployed. Therefore, fourteen years of age is not too early to encourage learners to begin thinking about how they will fit into the adult world.

2. *Should learners be told of the challenging realities of work? Do they need to be made aware of these issues at such a young age?*

We want learners to be excited about their first job and support them in being successful. However, shielding learners from the actual nature of the workplace can lead to a learner's unrealistic expectations. Learners need to understand that work can be challenging and can have various types of conflicts (interpersonal, operational, scheduling, etc.). Education to Careers Coordinators can assist instructors and counselors to share with learners the realities of the workplace. Coordinators can also provide strategies and accommodations that will help learners adjust to the positive and challenging aspects of their jobs.

3. *Can Education to Careers activities and CTE programs be truly accessible to learners with disabilities? Can learners with disabilities be successful in these activities and programs?*

In comparison to past years, there is evidence that more learners with disabilities are participating in career education activities and completing CTE programs today. However, it is also clear that there are many learners with disabilities who could greatly benefit from both **etc** and CTE but never participate. If programs and activities are going to become truly accessible to learners with disabilities, there is a need for: (a) increased collaboration and cooperation among special educators, other instructors, and community members in planning and delivering instruction, (b) improved planning and counseling to learners with disabilities so that they fully understand the opportunities and expectations associated with **etc** activities and CTE programs, and (c) better support for learners as they participate, including support for reasonable accommodations. Support, direction, and appropriate resources will assist learners with disabilities in being successful in their career endeavors. Schools must be proactive and provide the types and intensity of support that is necessary to recruit and retain learners with disabilities.

4. *Which occupational preparation activities are best for learners with disabilities?*

One example of an occupational preparation activity is work experience programs offered in some schools. These focus on developing good work habits and behaviors, not on developing specialized vocational skills. Therefore, work experience programs are appropriate for some, but not all, learners. Those who would benefit do not have the basic work habits and behaviors needed to maintain employment, and also desire to work on a job after high school that does not require specialized skills or certification. The key is to accurately assess a learner's current level of performance and work with the learner and his/her family to identify "optimistically realistic" postschool outcomes. School personnel can then tailor educational experiences to meet the individual needs and goals of each learner.

5. *What if I don't know all the learners and instructors and I do not have time to talk with them frequently?*

Special education professionals should be able to assist in coordinating activities and information among disciplines. Talk with administrators to identify solutions for creating planning times to communicate with other teachers.

6. *I do not know what they are studying, so how can I plan?*

Start a brief news note that is passed among teachers indicating skills or units of instruction currently being targeted. Add your ideas about using career education as a context for any assignments or activities.

7. *How can I take ideas to the elementary school?*

Create a newsletter or idea file that can disseminate resources to elementary teachers as you think of them. Initiate an inservice presentation to target a professional development day and discuss how to integrate career education into the elementary program.

Business and Community Involvement

Meg Hutchins, Ph.D.

Sam, a learner with disabilities, was receiving instruction at a local fast food restaurant, a position and setting that he had indicated as a preference after completing several prior work experiences during his middle and high school education. A careful analysis of the job site, work responsibilities, wages and benefits, work schedule, and supervision were conducted before presenting the employment opportunity as an option for Sam. Once on the job, the job coach/employment specialist provided Sam thorough instruction on all the tasks within his job description. After a few months, Sam was able to independently complete his assigned responsibilities and appeared to have no further need for a full time job coach/employment specialist to be on site—just in time for graduation. However, several months later, the employer made a call to the original job coach/ employment specialist to indicate there were problems with Sam at work and he did not know who to call. The restaurant had been remodeled and a few procedures had been changed. The employer indicated that he had not been able to retrain Sam in the new procedures. How had he learned before, he wondered? In addition, Sam appeared oblivious to any changes or announcements that were posted on the employees' bulletin board. How was he supposed to accommodate Sam's needs?

For individuals with disabilities, partnerships between members of the local business community and related service and rehabilitation agencies are imperative. Developing relationships with community employers provides opportunities to better assess employment trends, identify viable work experience and job placement options, and positively influence employer attitudes and perceptions about hiring persons with disabilities. In addition, coordination with other community agencies offers insight into available supports and services that may impact career choices, facilitate smooth post-school transitions, and establish a long-term plan for monitoring the performance and employment needs of the individual. Because many individuals with disabilities may transition directly to employment following the completion of their public education and not participate in a post-secondary education program, the importance and value of an Education to Careers program as it leads to successful individualized employment outcomes is increasingly evident. Personnel involved with providing vocational services to learners with disabilities have a responsibility and must make a commitment to collaborate with businesses and other community agency personnel to appropriately serve the learners and achieve the targeted outcomes of employment.

Partnering with Local Employers and the Business Community

Developing partnerships with community businesses is not a new concept in the area of career and technical education and certainly is increasingly encouraged as a practice for many other disciplines in education. However, for people with disabilities, for whom the world of work has been historically more difficult to access, the relationships developed with employers of community businesses and industries are not only crucial, but must involve the implementation of practices perhaps not judged as necessary for other learners. Employers play an invaluable role in validating future employment opportunities and requisite skills to be successful on a job. Relationships with employers are critical to most effectively negotiate work experiences or job placements, particularly when some form of accommodation or job adaptation could successfully meet the individualized needs of a person with disabilities. Finally, employers and other members of the business community can serve as valuable advocates for individuals with disabilities and role models for other community leaders by demonstrating their positive hiring practices.

Business and Industry Personnel as Advisors and Advocates

Identifying and encouraging employers and business personnel to participate in an advisory role can be a valuable strategy for promoting increased employability success for learners with disabilities. Either informally as individuals or as a more formalized committee or group, members of the business community can provide valuable information about employment trends and needs that can assist in shaping career education instruction. Information that is disseminated to learners can be geared toward current and future community employment needs, thereby promoting choices in careers that can translate directly into jobs. Business advisory committees can communicate with other employment leaders or sponsor informational meetings that target the business community about hiring persons with disabilities, thus destroying myths, fears, and misconceptions regarding ADA, insurance and liability issues, and employment implications for specific disability types. Serving in an advisory role also promotes an opportunity for businesses to evaluate and reflect upon practices being conducted or designed for future implementation by Education to Careers personnel. The input gained from collaborative relationships with the business community can be integrated into the program design so that the program meets the needs of everyone involved.

Practices & Strategies

- Establish a Business Advisory Committee that specifically focuses on supporting initiatives and activities to promote community vocational training and placement opportunities for learners with disabilities.

- Identify information and resources that could be useful to employers hiring employees with disabilities.

- Model appropriate people-first language and age-appropriate interactions concerning persons with disabilities.

- Identify, with the employment community, a method for recognizing positive efforts and participation in committees and groups focused on increasing employment outcomes for learners with disabilities (e.g., award banquets, media coverage).

FAQs

1. *Will employers want to participate on committees? It seems like their time is so precious?*

   Time is precious to everyone, that's true. But you never know until you ask. If there is an agenda and purpose that the employers assist in establishing and in which they are vested, there will be increased interest. You may also find that you could become involved in a group that already exists, and not create a new organization that needs members. Also, don't always ask the same people to do everything.

2. *What motivates employers to participate on committees, host work experience learners, or hire people with disabilities?*

   There is not much research in this area that provides clear evidence concerning motivation to work with people with disabilities. There are many incentives that have been explored (e.g., tax credits, awards) and many hypotheses (e.g., family member has a disability); however, no one overwhelming explanation seems to surface. The "best" explanation is evidence of a humanistic and altruistic character that values equity for all people.

Business and Industry Personnel as Sources of Information

For individuals with disabilities, the range of potential and appropriate career opportunities can be extremely diverse. For some, more sophisticated jobs that require many cognitive and decision-making skills may be targeted. But for many others, entry-level positions or unique job positions that have the potential for technological accommodations may be sought. Because of the diverse needs of these learners, it is imperative that Education to Careers and career and technical education personnel gain a thorough understanding of local businesses and available career options. A systematic assessment of ALL community employment opportunities should be a continuing activity that is targeted as part of the program implementation process.

A careful investigation and assessment of the community can result in many benefits to **etc** endeavors. One useful outcome is the data that are collected regarding existing job positions, requisite skills and performance expectations, desirability factors (e.g., wages), and job site characteristics (e.g., social climate). A second benefit can be the opportunity to discuss, in advance, the employer's receptivity to accommodations and adaptations within the structure, job, and materials as well as to identify any previous experiences with individuals with disabilities. Finally, a third benefit of the assessment is the development of initial partnerships with employers in which an interview emphasizes the employment specialist's need to collect information about the business in order to better prepare learners as potential applicants who will succeed on the job. Community business assessments serve as a legitimate introduction to employers and opportunities that may have instructional value for learners with disabilities, and provide a nonthreatening and respectful method for employers to become involved with Education to Careers activities and career and technical education programs and services.

Practices & Strategies

- Construct a system for collaborating and coordinating with other agency and education personnel to assess employment opportunities and practices of businesses and industries. This will assist in increasing the awareness and knowledge of the full range of employment opportunities within a community.
- Contact and maintain a relationship with appropriate community resources (e.g., Chamber of Commerce, economic development offices, and classified

ads) to continually identify current and future employment trends and opportunities that might be appropriate and meet any unique needs of learners with disabilities.

- Conduct in-person interviews with employers about all aspects of the business, and systematically document information related to available jobs and job responsibilities; working hours and schedules; salary and benefits; experience with individuals with disabilities; interest in providing work experiences for learners; and receptivity to negotiating alternative work structures, assistive technology, and job accommodations.

- Document specific information about potential jobs by shadowing employees and analyzing each task as well as recording information about the social and physical environment of the business.

FAQs ❓

1. *Community assessment seems overwhelming. Do I need to do it alone?*

   No. Identify other professionals in the community who may be exploring employment opportunities for individuals with disabilities (e.g., adult service providers, ORS counselors, other school district personnel).

2. *Will employers be willing to provide so much information about their business?*

   Usually. If employers understand that the purpose of an interview is to gain a better understanding of the business in order to prepare better employee applicants, most employers are eager to offer their input.

3. *Do I need to share specific information about the disabilities of the learners with whom I am concerned?*

   No. Remember, you are on a "fact finding mission" to gain a better understanding of the types of career opportunities available. It should be emphasized to the employer that you are collecting information in order to better "match" learners to work experiences. Also, remember that the Americans with Disabilities Act indicates that employers may not initiate an inquiry about an individual's disability.

Business as Instructional Resources

As previously indicated, career education programs for learners with disabilities should provide work experiences and assistance, as necessary, with job placement. Obviously, the partnerships developed with employers, as a result of their participation in community assessment activities, can facilitate further involvement and willingness to "host" a learner as an intern. The learner can then experience the work culture as well as receive direct instruction on the work-related tasks for the targeted position or job. Certainly the value of work experiences is unquestionable for learners with disabilities. However, the experience also can benefit the employer. There are data that suggest that an employer's willingness to hire individuals with disabilities is positively influenced by previous experiences with persons who have disabilities, even if some of those experiences are not always positive. Therefore, providing learners with disabilities a chance to learn job skills in the community offers employers and other members of the business community the chance to become more educated about the true issues, concerns, and practices of preparing employees with disabilities for the workforce. Employers and appropriate work site personnel can be included in all decision-making regarding accommodations or adaptations. They can be directly integrated into the instructional process by providing positive and constructive feedback to the learner about performance that may assist in the successful fading of the job coach/employment specialist. Partnerships with local community businesses to establish work experiences and job sites serve as a valid strategy for educating all participants.

Practices & Strategies

- *Identify* with employers their preferred methods of being involved with a career education program and the preferred method for maintaining communication with educators.
- *Discuss* with employers, prior to establishing a work experience opportunity, all decisions regarding the job tasks to be instructed, career and technical education staff responsibilities and supervision roles, intern/employee salary, individual insurance needs, work schedule, and adaptations to the work tasks and materials/equipment.

- *Articulate* the roles that the employer or other business personnel will assume, in coordination with employment specialists, to reduce confusion for the learner regarding who is in charge.
- *Find* a consistent meeting time with employers that allows an opportunity to review and evaluate learner performance and the effectiveness of course and technical education strategies.
- *Utilize* company evaluations as a performance review method for learners with disabilities.

FAQs

1. *Should I discuss the learner's disability with the employer prior to introducing him/her to the work site?*

   No, you should not disclose any information related to the individual's disability without consent of the individual. The learner determines what information is relevant to share with the employer.

2. *Won't the employer be concerned about insurance and liability?*

   That is quite possible and is often a concern of employers who have little or no experience with school programs and/or persons with disabilities. However, the policies for any other learner in the school participating in a work experience program hold true for learners with disabilities. It is advised that the experience be documented on the IEP and that the individual be insured by a school or family policy.

3. *Can I adapt what I need for the learner to work?*

   Adaptations may often be helpful to promote successful learning for the individual. Any modifications or accommodations should be discussed and negotiated with the employer prior to implementation. Some will impact other co-workers or company equipment (e.g., redesigning a handle; schedule for breaks). In other instances all that may be needed is to inform the employer of an existing accommodation (e.g., alarm watch to signal break time).

4. Does a previous experience with persons with disabilities impact on an employer's attitude? Do I need to worry if the experience was positive?

Research indicates that employers' attitudes are increasingly positive as they interact with individuals with disabilities. It seems that any experience, even a negative one, contributes to more acceptance. However, it also appears that a negative experience is not often attributed to the individual with a disability, but rather to interactions with the sponsoring agency. So the behaviors of, and interactions with, educational personnel are more likely to be viewed as negative than those related to the learner.

Partnering with Other Community Agencies

In addition to establishing relationships with employers and members of the business community, it is critical as well as legally mandated that relevant community agency personnel be part of the transition process. However, agencies that might provide resources and assistance in achieving long-term employment outcomes are many and varied with every community. Some agencies that should be explored and contacted concerning their potential involvement include local adult service agencies targeted to serve persons with disabilities, the Office of Rehabilitation Services, Centers for Independent Living, the Social Security Administration, and others that may be specific to a particular community. Such agencies can provide information and financial and personnel resources that may contribute to decision-making and career and technical education design for an individual to become employed.

Rehabilitation and other disability-related agencies may offer mechanisms for funding staff to assist with on-the-job instruction of individuals within community settings. They may also assist with financial support for such items as adapted equipment, transportation costs, and uniforms. Most importantly, specific service agencies may assume the responsibility for monitoring the performance of the employee with a disability beyond the time of graduation, and provide a mechanism for long-term support as long as the individual is employed. Such support resources are invaluable to employers and may reduce their anxiety of hiring individuals with disabilities. In addition, an effective support network ensures that the employee has an advocate and the necessary supports for addressing any needs that may arise in the future.

The Social Security Administration provides updated information regarding social service programs and criteria as it relates to employment goals and outcomes for an individual with disabilities. Discussions with individual caseworkers can also reveal financial issues that may impact decisions about employment and work experiences. In addition, information about the effect of earned wages on social service benefits may eliminate some of the myths and misconceptions about disincentives to work. The same information may indicate the types of salary and benefits that would be in the best interest of the individual to seek as the job market is explored and opportunities are evaluated for long-term employment.

Practices & Strategies

- Identify community agencies that may be able to provide resources and get acquainted with the financial and staff support that may be available in serving individuals with disabilities in a career education program or as an employee within a community-integrated business.

- Invite all appropriate stakeholders to partnership meetings or Transition Planning Committee (TPC) meetings to share information.

FAQs

1. *Which people or agencies may be able to offer assistance or serve as a resource?*

   Community adult service and mental health agencies, Office of Rehabilitation Services, Centers for Independent Living, and special education personnel who are involved with transition planning for the learner.

Maria, a learner with disabilities employed at the local Chamber of Commerce, was responsible for a range of clerical tasks in the front office. Her high school career and technical education program had provided her with several on-the-job work experiences, and a systematic assessment of community employment opportunities revealed this particular job opening. Prior to initiating the training and hiring process at the Chamber, her job coach/ employment specialist investigated the types of responsibilities that were involved in the job, wages and benefits, work schedule, opportunity for advancement, and the work climate. At the same time, Maria and her family met with the Social Security Administration to identify the impact of a salary on her SSI and Medicaid benefits. When instruction on the job began, the job coach/employment specialist was careful to include the immediate supervisor in the training, by teaching Maria to report to her for questions about tasks and materials. In addition, the supervisor was provided information concerning Maria's disability as it related to her job performance, instructional strategies, and effective supervision. As Maria approached the end of her high school program, support personnel were identified within the local adult service agency to provide ongoing support and follow-up while Maria continued to be employed. It was determined that Maria's support personnel would visit the job site as follows: a) every Monday morning to make sure she was off to a good start and to make sure no additional instruction might be necessary because of newly assigned tasks, b) on pay day to assist her with a visit to the bank, and c) when Maria's performance was being discussed with her by management staff. Maria was successful at her job and became a valued member of the workforce.

Latisha was 17 years of age and attending the local high school. She received special education services in addition to attending classes with her peers in general education, and had been involved in a career education program since she entered as a ninth grader. As a part of the program, Latisha had completed an interview that allowed her to discuss her goals, objectives, and employment interests. She indicated that she had a strong interest in the medical profession, so she had the opportunity to visit a local hospital and inquire about the different positions that existed. She wrote a research report on careers in the medical field for English class, analyzing and comparing various jobs and educational demands in order to become prepared. A work study program was established that allowed her to choose experiences and job shadowing from various medical careers in order to better evaluate her own interests. Earlier, she expressed an interest as a receptionist in a private dental clinic, with the possibility of exploring a post-secondary education program in dental hygiene a few years down the road. She liked the clerical tasks and interaction with the public and found that she was more successful in a smaller more intimate environment than in a large hospital. Her original perceptions and dreams shifted somewhat, but she felt confident and in charge of her decisions.

SECTION III:
Resources

Section III is a compilation of resources gathered from field practitioners, pilot site personnel, and Project Staff research efforts. Resources contained are as follows:

1. Resource A – Transparency Masters for Chapters 1-4

2. Resource B – Strategies and Professional Development Handouts

3. Resource C – Illinois Transition Consortium Transparency Masters

4. Resource D – Directory for Transition Planning

5. Resource E – Website Listings
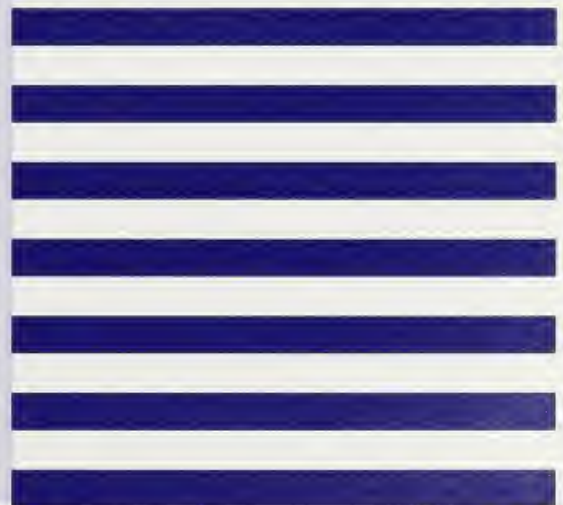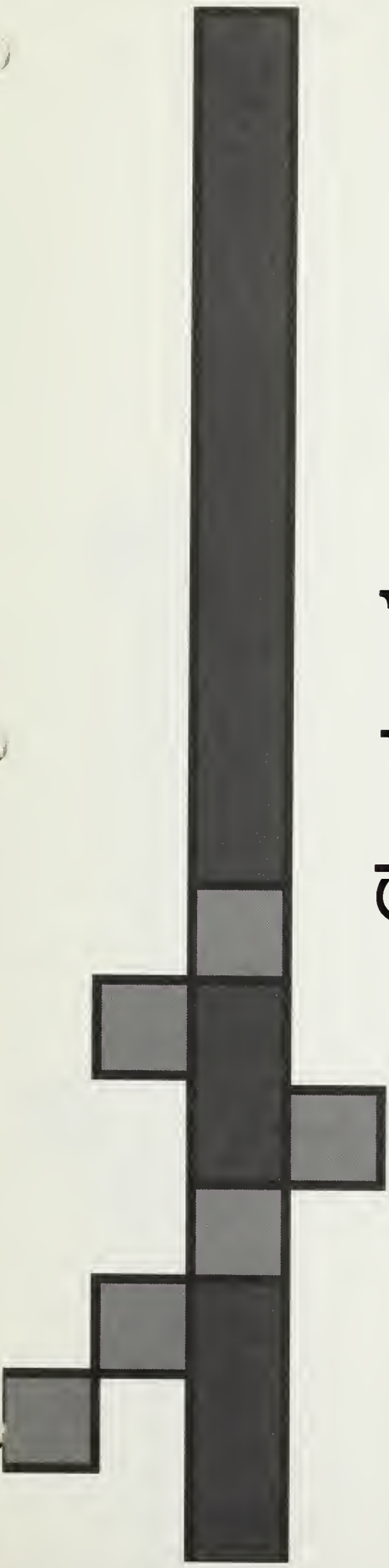
Chapter 1

Disability in America in the 21st Century: Status, Structure, and Policy

"There is no pity or tragedy in disability,
. . . It is society's myths, fears, and
stereotypes that most make being
disabled difficult."

(Shapiro, 1994, p.5)

Shapiro, J. P. (1994). No Pity. New York: Times Books.

Two Tales of Marti: Marti #1

- Characteristics: Hard worker; gets along well with others; good work habits and behaviors; enrolled in career and technical education programs; needs accommodations to be successful

- Predicted Future: Competitive job; some financial independence; mobile around community; health club member; may live in own apartment

Two Tales of Marti: Marti #2

- Characteristics: TMD; enrolled in separate special class; learns academic and prevocational skills

- Predicted Future: Financially dependent on SSI; works in a sheltered workshop; remains living with family; dependent on others for transportation around community; Special Olympics

Two Tales of Marti: Questions

- If you were Marti, how would you rather be described? Upon which of your characteristics would you want people to focus?

- If you were Marti, what "future" would be most appealing to you? Why?

- Is it better to aim high and fall short, or to aim low and meet expectations?

Reasons People Work

- Income
- Personal satisfaction and gratification
- To make a contribution to the community and society
- To socialize with others
- To attain a measure of dignity and self-respect
- Others?
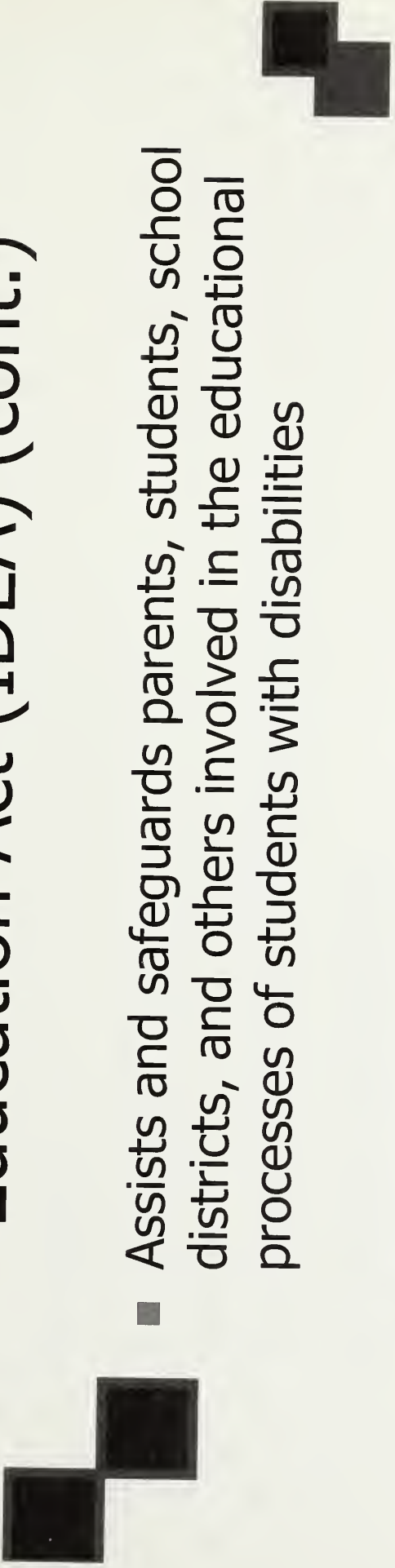
Individuals with Disabilities Education Act (IDEA)

Provides individuals with disabilities the right . . .

- To a free appropriate public education (FAPE)
- To be educated in the least restrictive environment (LRE)
- To an individualized educational program (IEP)
- To transition planning by the time the student reaches 14 years of age
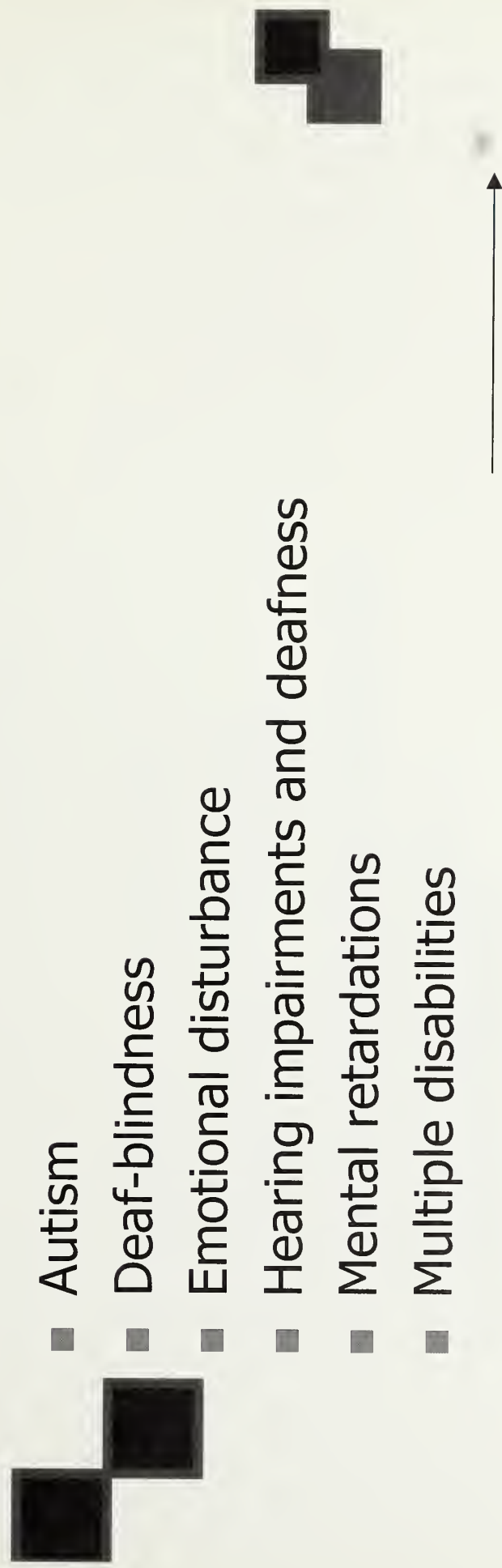
Individuals with Disabilities Education Act (IDEA) (cont.)

- Assists and safeguards parents, students, school districts, and others involved in the educational processes of students with disabilities

- Emphasizes the need for interagency involvement in transition planning (rehabilitation counselors, local community agencies, etc.)

Disability Categories Under IDEA

- Autism
- Deaf-blindness
- Emotional disturbance
- Hearing impairments and deafness
- Mental retardations
- Multiple disabilities

Disability Categories Under IDEA (cont.)

- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

Strategies for Education to Careers Partnerships

■ Ask people with disabilities and/or their parents/guardians to participate on **etc** committees and in **etc** strategic planning.

■ Conduct workshops for etc personnel and committee members on valuing All Learners.

■ Organize professional development activities that bring together regular and special education personnel.

Strategies for Education to Careers Partnerships (cont.)

- Include examples related to youth with disabilities in curriculum development and training.

- Include examples related to youth with disabilities in professional development activities.

- Require that mini-grant proposals reflect inclusive practices.

Strategies for Education to Careers Partnerships (cont.)

- Include images of people with disabilities in all etc marketing materials.

- Include "request for accommodations" on al etc registration brochures.

- Have all etc functions in accessible locations.

- Encourage reflective self-evaluation of events and training, asking, "Who wasn't present? Why? How can the individuals be encouraged to attend next time?"

What Laws did Principal Jones Violate?

- Ignored transition planning requirements mandated by IDEA.

- Dismissed the student's right to a free and appropriate public education until age 21.

- Denied an interview with a job applicant with a disability because the building was not accessible, which violates the ADA.

Americans with Disabilities Act
(ADA) (PL 101-336)

■ Civil rights law.

■ Key terms: "essential functions", "reasonable accommodation", and "undue hardship."

■ Prohibits discrimination against qualified persons - does *not* require affirmative action.

Individuals with Disabilities Education Act (IDEA): (PL 105-17)

- Focuses on special education
- Key terms: FAPE, IEP, LRE, due process
- Defines transition services and requires transition goals on IEP by age 14
- Requires interagency involvement in development of IEP and student invitation to attend IEP meeting
- Provides right to reconvene transition planning team after student has left school

Perkins Act (PL 105-332)

- Focuses on career and technical education (CTE) programs.

- Reforms earlier legislative provisions.

- Defines "special populations."

- Requires:

  - Dissemination of information regarding CTE programs.

  - "Full participation" if receiving Perkins funding.
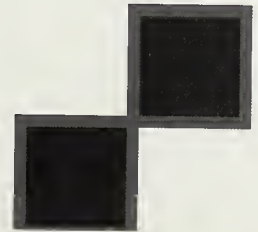
Rehabilitation Act (PL 105-220)

- Section 504 provisions.

- Interagency collaboration with schools.

- Same definition of transition services as IDEA.

- Presumption of eligibility and clear and convincing evidence.

- Focuses on vocational rehabilitation services.
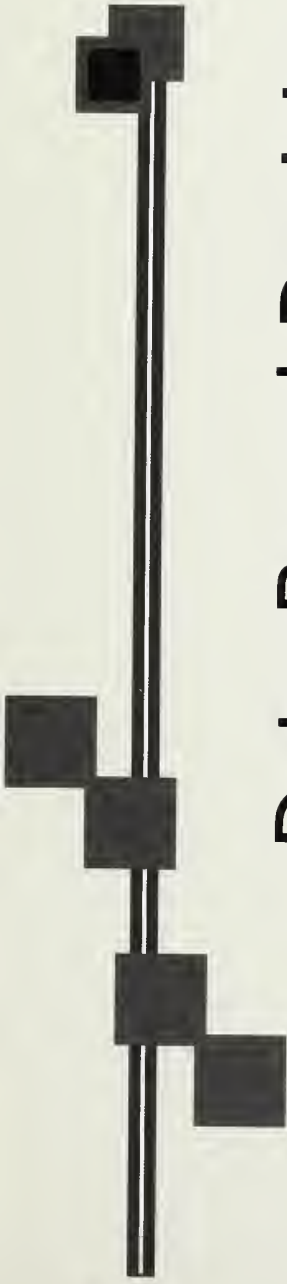
A student's transition plan should "serve as a blueprint for the future, much like an architect would write a plan for building a house."

(Wehman, 1995, p.1)

Wehman, P. (1995). Individual transition plans: The teacher's curriculum guide for helping youth with special needs. Austin, TX: PRO-ED.

Data-Based Decision Making

- What questions drove the Executive Committee's information collection efforts?

- What information collection activities did the Committee initiate to answer their questions?

- What other information collection activities could the Committee have initiated to answer their questions?
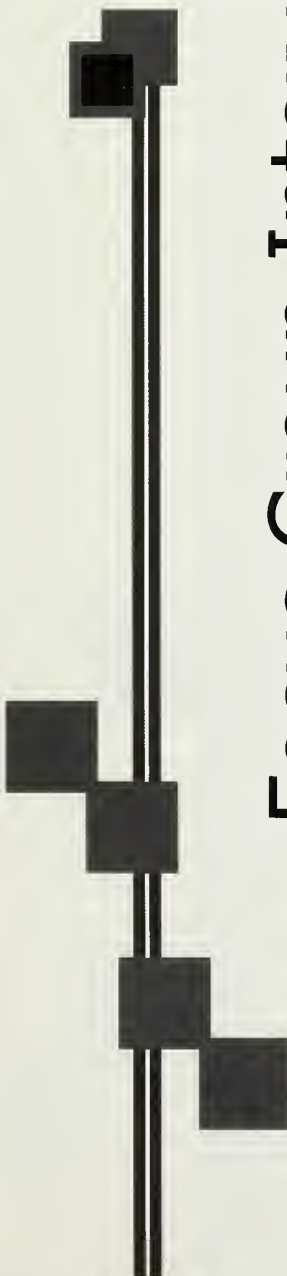
Resource Directories

- What information will a resource directory provide?

- How could this information be used?

- How would you go about collecting this information in your community?

Follow-Up Studies

- What information will a follow-up study provide?

- How could this information be used?

- How would you go about collecting this information in your community?

Focus Group Interviews

- What information will focus group interviews of students, parents, and former students provide?

- How could this information be used?

- How would you go about collecting this information in your community?
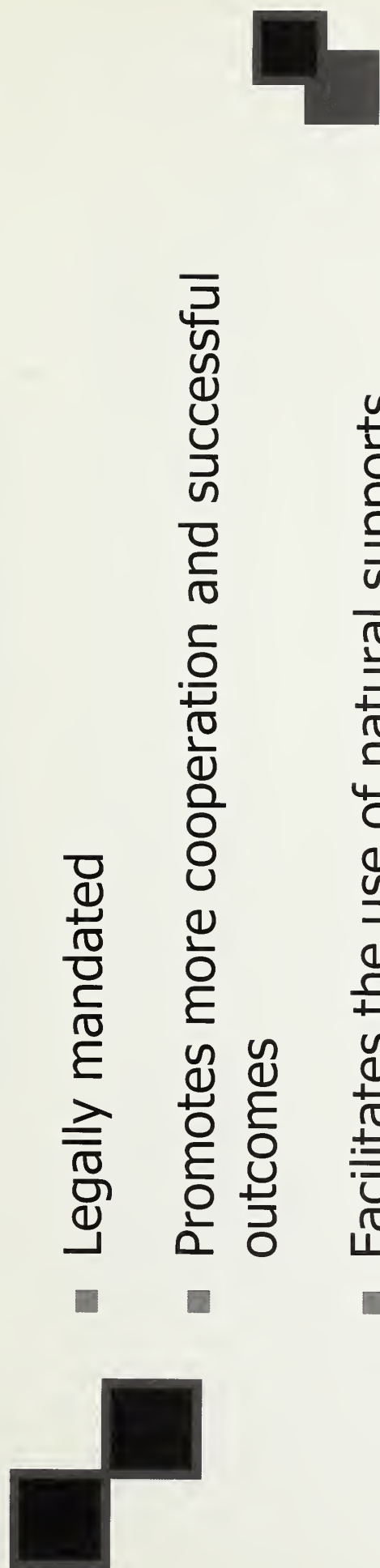
Chapter 2
Learner & Family Involvement

Family Involvement: Why?

- Legally mandated

- Promotes more cooperation and successful outcomes

- Facilitates the use of natural supports

Collaborating with Families: Suggested Practices

- Interview parents/guardians annually regarding their vision, concerns, and preferences about employment outcomes and education for their child.

- Discuss any cultural influences that may affect interactions and collaboration with family members.

Collaborating with Families: Suggested Practices (cont.)

- Offer choices of meeting times and locations for family members to attend meetings.

- Assess what can be done to promote family participation.

Communicating with Families: Suggested Practices

- Converse about the learner in positive terms and omit subjective judgments or evaluative statements that are personal.

- Ask the individual families how they like to be contacted and the best time and place to be contacted.

Communicating with Families: Suggested Practices (cont.)

- Create opportunities for families to witness their learner working successfully by sharing videos, photographs, or visits to the work site.

- Minimize the use of intimidating and technical language and always ensure that the primary language of the family is used in communication efforts.

Resources for Families of Students with Disabilities in Illinois

- Council for Exceptional Children: 888/CEC-SPED

- Designs for Change: 312/857-9292

- DHS/Office of Rehabilitation Services: 800/843-6154

- Division of Specialized Care for Children: 800/322-3722

- Family Resource Center on Disabilities: 800/952-4199

- FAMILY TIES Network: 800/865-7842

- National Center for Latinos with Disabilities: 800/532-3393

- Illinois Parent Training and Information Centers: 217/782-5589

- Others to share?

Chapter 3

Learner-Focused Planning, Career Development, and Applied Learning
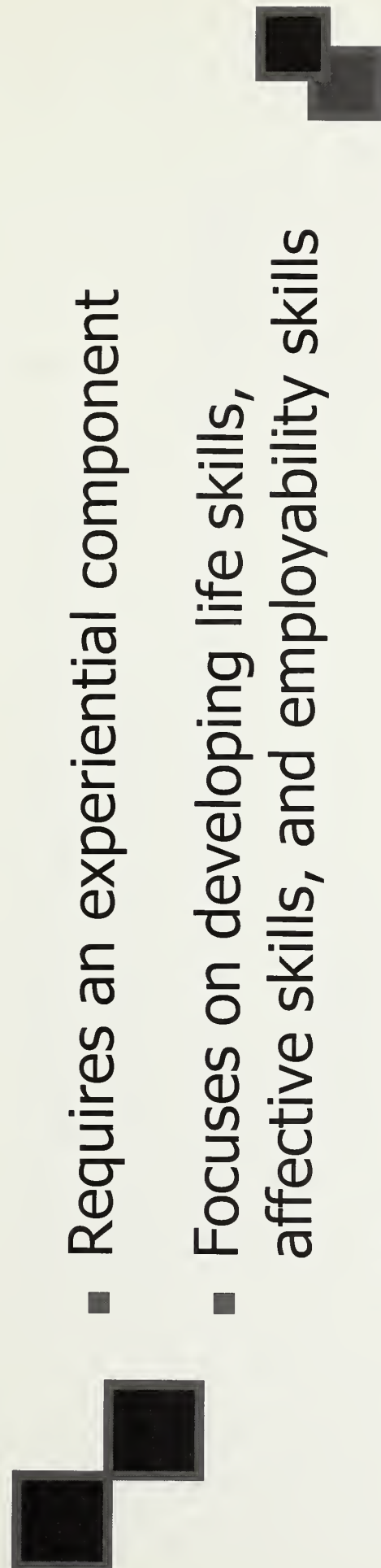
Features of Career Education

- Interfaces of education and work
- K-16 effort involving all school personnel
- Curricular infusion concept that does not replace traditional instruction
- Assumes career development occurs in stages

Including Youth with Disabilities in etc Project, 2001
Funded By: The Illinois Council on Developmental Disabilities

Chapter 3
Page 2
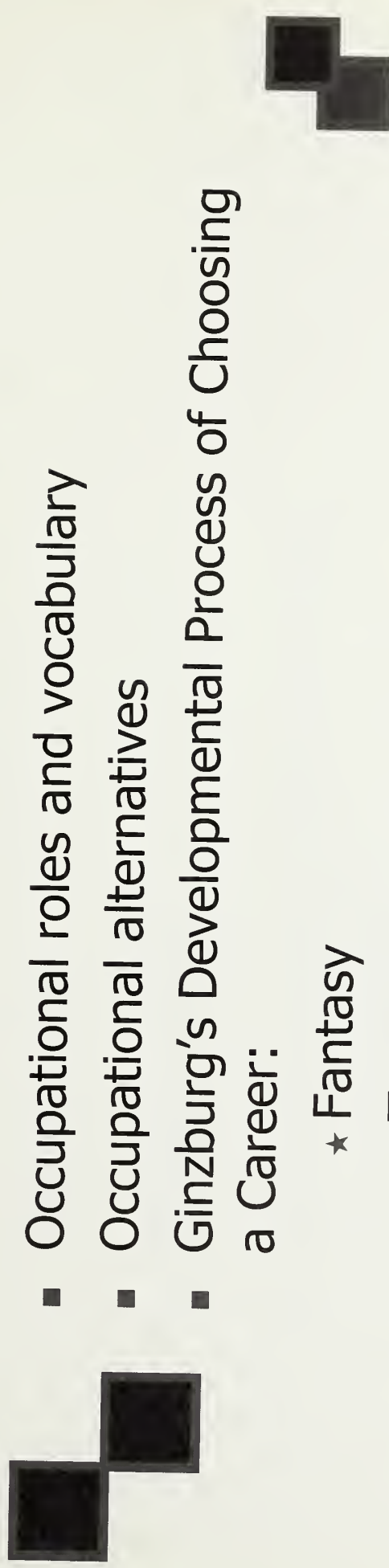
Features of Career Education (cont.)

- Requires an experiential component

- Focuses on developing life skills, affective skills, and employability skills

- Requires partnerships among the school, family, and community

Elementary and Middle School Curricula

- Occupational roles and vocabulary

- Occupational alternatives

- Ginzburg's Developmental Process of Choosing a Career:

  - Fantasy
  - Tentative Choice
  - Selective Choice

- Challenging realities of work

Occupational Vocabulary
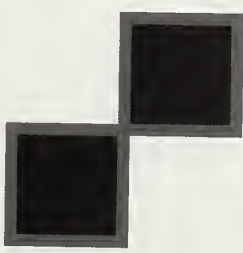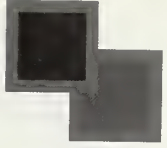
- Related to:
  - Finding work
  - Understanding various work environments
  - Differing social expectations

Career Models Found in High Schools and Community Colleges

- Work experience model

- Regular career and technical education model
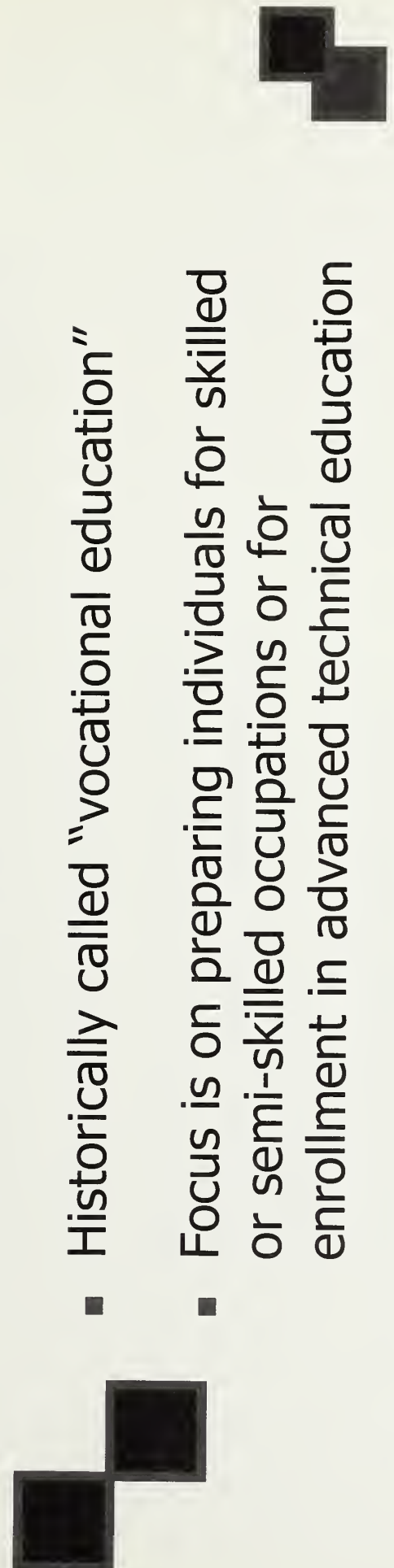
Work Experience Model

- Primary focus is on developing appropriate work habits and behaviors

- Historical purpose was to encourage students to remain in school and find employment

Career and
Technical Education Model

- Historically called "vocational education"

- Focus is on preparing individuals for skilled or semi-skilled occupations or for enrollment in advanced technical education

- Includes cooperative work study

Career Resources

- Career assessments and interest inventories
- Labor market information
- Individualized career plans
- Job shadowing experiences
- Volunteering
- Informational interviews
- Mentoring and apprenticeship programs
- Others?

Chapter 4
Business and Community Involvement
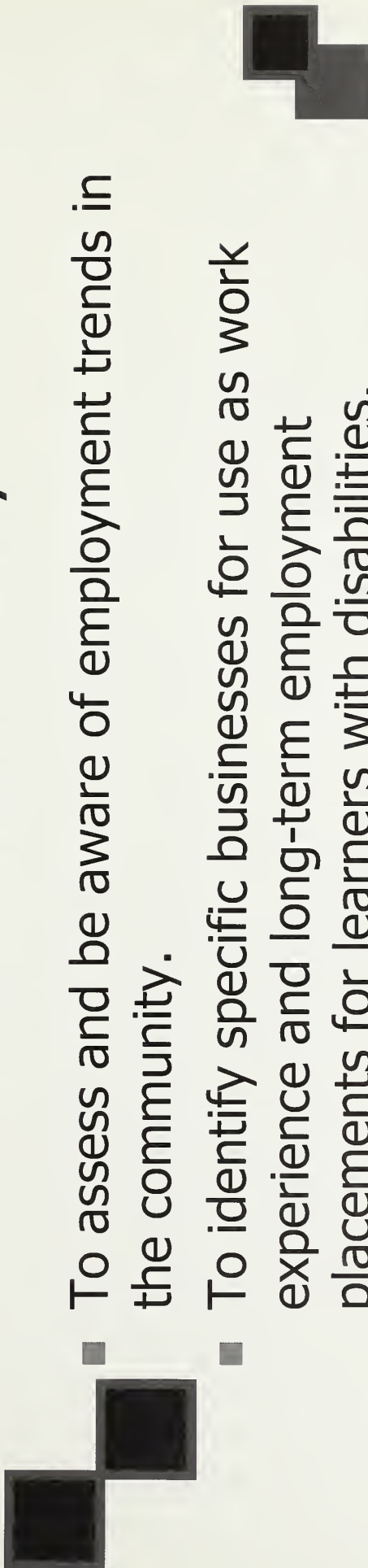
Business and Community Involvement: Why?

- To assess and be aware of employment trends in the community.

- To identify specific businesses for use as work experience and long-term employment placements for learners with disabilities.

- To verify job types, requisite work, skills, work-related skills, and environmental characteristics of local community businesses.

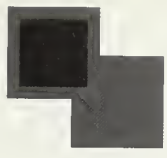# Business and Community Involvement: Why? (cont.)

- To positively influence employer attitudes concerning employees with disabilities.

- To seek support and/or services from community agencies that will promote and maintain successful employment outcomes for an individual.

- To coordinate with community agencies to facilitate smooth transitions from school to work.

Partnering with
Local Employers and the
Business Community

Employers can be...

- Advocates and advisors
- Sources of information
- Instructional resources

Employers Can Be
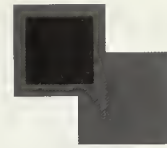## Advocates and Advisors

They can...

- Communicate employment trends and new opportunities.

- Link or refer to other employers.

- Advocate for hiring in the community.

- Act as models in hiring practices.

- Serve on relevant committees as representatives of the business community.

- Promote information sharing.

Employers Can Be Sources of Information

They can...

- Validate the work and work-related skills necessary to be successful within a job type in their business.

- Provide information about the physical and social environment of a business.

- Communicate specific information about the business (e.g., wages, benefits, work schedules, turnover rates).

Employers Can Be
Sources of Information (cont.)

- Offer insights concerning their receptivity in hiring or educating learners with disabilities.

- Collaborate on necessary accommodations or adaptations.

Employers Can Be Instructional Resources

They can "host" a work experience learner and provide instructional opportunities that...

- Offer instruction on specific work, work-related, and social skills.

- Provide insights into a variety of job types and assist learners in making career choices.

Employers Can Be Instructional Resources (cont.)

- Increase opportunities for learners to develop positive self-esteem.

- Serve as a setting to teach self-management and self-determination.

Partnering with Other Community Agencies

Sample Agencies

Adult Services Agencies

Office of Rehabilitation Services

Potential Benefits

Personnel as job coaches
Personnel for long-term follow-up

Personnel as job coaches
Personnel for long-term follow-up
Financial support
Support for assistive technology

Partnering with Other Community Agencies (con't.)

Sample Agencies

Centers for Independent Living

Social Security Administration

Potential Benefit

Personnel as job coaches

Personnel for long-term follow-up

Financial support

Support for assistive technology

Information regarding impact salary has on benefits

Next Steps

- Summarize any actions required of your audience
- Summarize any follow-up action items required of you

Resource B

Resource C

Resource D

Resource E

Using "People First" Language

Language is a reflection of how people see each other. Responsible communicators are now choosing language which reflects the dignity of people with disabilities - words that put the person first, rather than the disability. Following is a short course on using language that empowers.

Labels Not to Use...	People First Language...
the handicapped or the disabled	people **with** disabilities
the mentally retarded or he's retarded	people **with** mental retardation or he has a cognitive impairment
my son is autistic	my son **has** autism
she's a Down's; she's mongoloid	she **has** Down Syndrome
birth defect	**has** a congenital disability
epileptic	a person **with** epilepsy
wheelchair bound or confined to a wheelchair	**uses** a wheelchair or a mobility chair or is a wheelchair user
she is developmentally delayed	she **has** a developmental delay
he's crippled; lame	he **has** an orthopedic disability
she's a dwarf (or midget)	she **has** short stature
mute	**is** nonverbal
is learning disabled or LD	**has** a learning disability
afflicted with, suffers from, victim of	person who **has** ...
she's emotionally disturbed; she's crazy	she **has** an emotional disability
normal and/or healthy	a **person** without a disability
quadriplegic, paraplegic, etc.	he **has** quadriplegia, paraplegia, etc.
she's in Special Ed	she **receives** Special Ed services
handicapped parking	**accessible** parking

1. Think *people first*. Say "a woman who has mental retardation" rather than "a mentally retarded woman."

2. Avoid words like "unfortunate," "afflicted," and "victim." Also, try to avoid casting a person with a disability as a superhuman model of courage. People with disabilities are just people, not tragic figures or demigods.

3. A developmental disability is not a disease. Do not mention "symptoms," "patients," or "treatment," unless the person you're describing has an illness as well as a disability.

4. Use common sense. Avoid terms with obvious negative or judgmental connotations, such as "crippled," "deaf and dumb," "lame," and "defective." If you aren't sure how to refer to a person's condition, ask. And, if the disability is not relevant to your conversation, why mention it at all?

5. Never refer to a person as "confined to a wheelchair." Wheelchairs enable people to escape confinement. A person with a mobilty impairment "uses" a wheelchair.

6. Try to describe people without disabilities as "typical" rather than "normal."

Know Your Rights and Know Your Responsibilities:

Tips For Students With Disabilities

There are several legal parameters that must be followed in the provision of services to youth and young adults with disabilities. Most pertinent to students with disabilities participating in career and technical education courses are the following four federal laws:

1. Americans with Disabilities Act (ADA)
2. Individuals with Disabilities Education Act (IDEA)
3. Carl D. Perkins Vocational and Technical Education Act
4. Rehabilitation Act, Section 504

These four laws provide protection and accommodation for students with disabilities, and provide standards for educational facilities that serve all learners, including students with disabilities. Certainly, these laws are not the only laws relevant to students with disabilities and many state and federal laws can be applied to these learners *and* educational facilities.

Though opportunities have been created for both the educational facility *and* the learner, it is important to understand the rights and responsibilities afforded by the legislation. This section will focus primarily on the rights and responsibilities of the student as they pertain to these four laws. Resources are available for additional information.

Americans with Disabilities Act (ADA):

Know Your Rights

- ADA is a civil rights law that provides protections to individuals with disabilities in the area of education, employment, public services, public accommodations, transportation, and telecommunications.

- Employers and schools must make reasonable accommodations to enable people with disabilities to be successful.

- "Reasonable accommodations" must be made for an employee, as long as the employee can do the essential elements of his or her job. However, the reasonable accommodations should not constitute an undue hardship on an employer.

- The ADA protects only "qualified" individuals from hiring discrimination. The ADA does NOT require an employer to hire a less qualified employee, simply because the individual has a disability.

- A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that s/he holds or seeks, and who can perform the "essential functions" of the position with or without reasonable accommodation.

- Community facilities that are accessible to the general public must also be accessible to persons with disabilities.

- While the provisions of Section 504 affect only organizations that receive federal funds, the ADA also applies to the private sector.

Know Your Responsibilities

- Inform your educational facility or employer about your disability, if appropriate, and provide information about the types of accommodations you will need.

- Connect with your school counselor or colleague who is responsible for assuring ADA guidelines are met. Also make it a point to connect with your EEO/affirmative action officer if you need more clarity on any issues.

- Find out how other people with disabilities have been treated in your workplace. Talk to other workers with disabilities, and perhaps think of ways to improve working conditions at your company, including hiring, pay, promotion, work schedule or termination practices.

- A different law, the National Labor Relations Act, protects your right to meet together with other workers in an effort to improve your working conditions.

  - If you think you have been discriminated against, consider the following options as gathered from the US Department of Labor (http://www.dol.gov/dol/wb/public/wb_pubs/disabled.htm).
  - Immediately write down what happened, listing the date, time, and place of the incident. Keep a record of any comments made and keep your notes in a safe place at home, not in the office.
  - Get emotional support from friends, family members, and support groups. Think carefully about what you want to do, and get the help you need.
  - If you're working, continue doing a good job and keep a record of your work. If you employer's personnel policies allow it, keep copies at home of your job evaluations and any letters or memos that show your good work.
  - Talk to your employer about the incident and work cooperatively to solve the problem.

Individuals with Disabilities Education Act (IDEA):

Know Your Rights

- This legislation mainly provides protection to students with disabilities and their families while students are being educated in a public school setting.

- Provides students with disabilities the right to a free and appropriate public education (ages 3-21) in the least restrictive environment in which the student can experience success.

- Provides students with disabilities the right to an individualized education plan (IEP), and requires transition planning for these students by the age of 14.

- Students and families have the right to initiate due process procedures if they believe that special education services are not being correctly implemented.

- IDEA emphasizes the need for interagency involvement in transition planning with agencies and personnel such as rehabilitation counselors, supported employment provider staff, businesses, parents, and local community agencies.

- Schools are responsible for initiating transition planning with students and their families, so that the student attains postschool outcomes such as employment, attending a postsecondary educational program, and/or participating in leisure activities.

- Categories of students served under IDEA include the following:
  - Students with Deaf-Blindness
  - Students with Deafness/Hearing Impairments
  - Students with Emotionally Disturbances
  - Students with Mental Retardation
  - Students with Multiple Disabilities
  - Students with Orthopedic Impairments
  - Students with Other Health Impairments
  - Students with Specific Learning Disabilities
  - Students with Speech and Language Impairments
  - Students with Traumatic Brain Injury
  - Students with Visual Impairments

Know Your Responsibilities

- Though schools are primarily responsible for initiating, assessing, and placing students into special education programs, it is important for parents and students to be aware of the IDEA legislation and its impact on their schools and education.

- Take an active role in IEP development and transition planning. Prepare students with disabilities by providing them with self-determination skills before their IEP and transition planning meetings.

- Participate in parent training on IDEA and connect with state and local parental resources.

- Connect with your local special education director and/or supervisor; special education counselor; special education and regular education teachers; and support staff, such as classroom aides.

- Become familiar with the assessments generally given to your district's special education students.

- Actively participate in IEP and transition planning meetings.

- Prior to high school graduation, ensure that students connect with community agencies that will provide necessary services that are currently provided by the school.

- Ensure that career awareness, exploration, orientation, and preparation activities are conducted throughout the student's academic career.

- If the student is continuing his/her education at the postsecondary level, provide information about the disability services center at the university, community college, or technical school he/she will be attending.

- Become active in district, local, state, and/or national disability awareness groups and be sure to remain current on any changes to IDEA or other disability legislation.

Carl D. Perkins Vocational and Technical Education Act:

Know Your Rights

- Intended to develop the academic, career, and technical skills of secondary and postsecondary students who are enrolled in career and technical education (CTE) programs.

- Mandates CTE programs to assure the "full participation" of students with disabilities.

- "Full participation" requires affirmative conduct on the part of the program to promote the success of learners with disabilities.

- Academic training is to be integrated into the CTE training so that students enrolled in these programs have access to developing strong academic skills.

- "Special populations students" include learners with disabilities, academically and economically disadvantaged students, individuals of limited English proficiency, single parents, displaced homemakers, and single pregnant women.

- Special populations coordinators, positioned at both secondary and postsecondary levels, can collaborate with representatives from a variety of funding sources and agencies to coordinate support services.

- Support services can consist of, yet are not be limited to, peer mentoring or tutoring, test reading, transition supports, note taking, test-taking accommodations, etc.

Know Your Responsibilities

- Enroll in career and technical education courses and programs.

- Introduce yourself to the school's special populations coordinator, allowing time for discussion about your disability, strengths, and possible accommodations that you will need to be successful.

- If possible, provide your special populations coordinator with a copy of your last individualized education plan (IEP) and individualized transition plan (ITP).

- Understand the full range of services that are available to you. If you are unsure, ask questions!

- Provide any medical documentation of your disability to your school and special populations coordinator.

- Keep up with your schoolwork, asking for assistance from your special populations coordinator when necessary.

- Maintain an organizational calendar, keeping track of homework assignments, meetings, examinations, study sessions, etc.

Rehabilitation Act, Section 504:

Know Your Rights

- This law prohibits discrimination on the basis of disability in federally funded programs.

- Virtually every public school is subject to the requirements of the Rehabilitation Act, regardless of whether the school directly receives federal funding.

- Protects from discrimination in hiring.

- Protects from discrimination in service provision.

- The Civil rights protections associated with Section 504 have far reaching implications and contain a very broad definition of disability.

- Section 504 legislation serves students with Attention Deficit Hyperactivity Disorder (ADHD).

- A school district cannot deny a youth with a disability the opportunity to participate in an instructional program in which s/he would benefit.

- A school district cannot limit a student's opportunities to participate in an activity by providing unequal access to a program or by offering a student an alternative, less effective program.

- Section 504 includes detailed regulations regarding building and program accessibility.

- A student in eligible under Section 504 if s/he:

    - has a physical or mental impairment which substantially limits one or more major activities
    - has a record of such an impairment, or
    - is regarded as having such an impairment.

- In addition to school-age children who are eligible for special education services, this includes, for example, students with communicable diseases, temporary handicapping conditions, attention deficit disorder (ADD), behavior disorders, chronic asthma and severe allergies, physical handicaps, and diabetes.

- Under the provisions of Section 504, universities and colleges may NOT:

    - limit the number of students with disabilities admitted,
    - make pre-admission inquiries as to whether or not an applicant is disabled,
    - use admissions tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made for them,
    - exclude a qualified student with a disability from any course of study,
    - limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of handicap,
    - counsel a student with a disability toward a more restrictive career,
    - measure student achievement using modes that adversely discriminate against a student with a disability, or
    - establish rules and policies that may adversely affect students with disabilities.

Know Your Responsibilities

- Before attending a postsecondary institution, be sure to self-identify any disability eligible under Section 504. Make an appointment to discuss with your counselor, advisor, or special populations coordinator the nature of your disability and what accommodations will assist in your success.

- If possible, provide your educational institution with written documentation of your disability and more appropriate, your latest 504 plan.

- Research accommodations provided by your educational facility and ensure that they will meet your needs.

- Become familiar with this law and it's implications. As with all of these pieces of legislation, students with disabilities are afforded rights. Along with these rights, comes your personal responsibility to honestly self-disclose information regarding your disability and to work *with* your educational facility to provide you the necessary assistance and support.

Teaching Strategies for Learners with Disabilities

- At the beginning of the year or at the beginning of a course, invite students with disabilities to meet with you outside of class to welcome them. This helps promote understanding, dialogue, and can make students with disabilities feel welcomed.

- Always use person-first language when referring to or speaking with a person with a disability.

- Be aware of the general legislative provisions made for students with disabilities. See the *Quick Reference Section* for legislation overviews.

- Understand the transition planning process and the benefits of transition planning.

- Make sure to post course syllabi on the school's website or send course syllabi to learners with disabilities as soon as possible. This will allow students to order audiotapes, reading materials, etc. in advance and also allow them to gauge the amount of reading and writing they will be doing in your class. Try to avoid last minute changes in course materials.

- At the beginning of a class or course, explain your expectations and grading system. Give due dates for any large projects, as this will help students with their long-range planning. It may also be helpful to students with disabilities to be given a schedule for smaller assignments.

- Explain the structure of the lesson or lecture at the beginning of the class period, outlining activities for the day. Summarizing the important points at the end of class will help also.

- Provide students with important definitions by keeping them on the blackboard/overhead or by distributing handouts at the beginning of class.

- Explain concepts in multiple ways. Some students learn by seeing examples, constructing an idea piece by piece, or grasping the concept as a whole.

- Try to use verbal, written, and graphical descriptions whenever possible.

- Call attention to new assignments, and give them both orally and in writing.

- Accommodate students with a limited memory for number facts by using a calculator in tutorial and practical sessions.

- Encourage students to form cooperative learning groups in which to discuss and review class material.

Strategies taken from: The Office of Disabilities Services: Learning Disabilities and the Haverford Community, written, compiled, and edited by Zachary Hunter. Available at: http://www.haverford.edu/ods/ld/teaching.html.

Teaching Strategies for Learners with Disabilities

Student Involvement

- Engage students in active learning (engaging the learner with the material being taught). For more information on active learning, see http://ublib.buffalo.edu/libraries/projects/tlr/whatis.html.

- Involve students by using a variety of teaching techniques, such as:
  - teacher-led instruction, which usually involves lectures, audiovisual presentations, and demonstrations;
  - shared learning experiences, or active learning, which usually focuses on class discussions and cooperative learning; and
  - independent or internal learning activities.

The following strategies are taken from http://www.kinderart.com/teachers/strategies.htm.

- Assess the student's learning style and introduce/teach lessons based on that style.

- Ask the student to identify his/her interests/hobbies, incorporating these interests into a variety of assignments (a writing assignment on car racing, interviewing a worker in a field of interest to the student, exploring the history of dinosaurs, etc.).

- Interact frequently with the student, to make sure he/she understands directions and to help gauge interest in assignments.

- To encourage interaction with teachers, give the student various classroom responsibilities, such as assisting the teacher with an activity, tutoring another student, and running errands for the teacher that will require interactions with other teachers.

- To encourage student involvement, deliver directions and suggestions in a supportive rather than a threatening manner (e.g., "Please finish your math paper before going to recess" rather than "You had better finish your math paper or else!").

- Call on the student when he/she can answer successfully and avoid competition, as failure may cause the student to lose interest or not participate in school activities.

- Show an interest in the student (e.g., acknowledge the student, ask the student's opinion, spend time working one-on-one with the student, etc.).

- Reinforce the student for showing an interest and participating in school activities by communicating successes with parents/guardians, putting his/her name in the school newspaper, making a certificate, etc.

- Allow the student to attempt something new in private before doing it in front of others.

These strategies taken from: McCarney, S.B., Wunderlich, K.C., & Bauer, A.M. (1994). The teacher's resource guide, Columbia, MO: Hawthorne Educational Services, Inc.

Teaching Strategies for Learners with Disabilities

Family Involvement

- Send parents and families of students with disabilities an introductory welcome letter prior to the start of the school year. Introduce yourself, provide a brief background of your experience and describe your program, your goals for your students, and your contact information at the school.

- Along with an introductory letter or at another time of the year, conduct a parent survey (see Quick Reference Section for sample parent survey). Use results from survey to improve communication with and involvement of families and parents.

- Hold parent/teacher/student conferences at times that are convenient for parents/guardians.

- Send weekly or bi-weekly reports home to parents/guardians, remarking on individual student's performance and behavior.

- Inform parents/guardians of student's achievements and accomplishments by sending a note home, making a phone call, etc., to offset communications between families and schools that are often perceived negatively.

- Involve parents/guardians in your classroom, if appropriate, as tutors, volunteers, speakers, and/or mentors to students.

- Participation and involvement by family members varies, and it should never be assumed that an individual does not want to be involved. Individuals should be continually invited to collaborate.

- Try to identify what factors may be interfering with family and/or parent participation, and optimize the collaborative effort by addressing the issues that impact their participation.

- Be aware of heightened cultural diversity and the impact that multicultural issues can have upon communication and interaction styles. Try to locate translators if possible.

- Ask individual families how they like to be contacted and identify the best time and place to contact them.

- Create opportunities for families to witness the learner's success by sharing videos, photographs, or visits.

- When talking with parents/guardians and families, minimize the use of intimidating and technical language. Always insure that the primary language of the family is used in communication efforts.

Teaching Strategies for Learners with Disabilities

Student-Focused Planning and Development

- Organize instruction to include student-focused planning activities, such as teaching self-determination skills. Self-determination refers to providing students with the opportunities and skills to take charge of their own lives and decisions. See the Appendices for samples of self-determination training and information.

- Instruct all students, including learners with disabilities, on self-management skills.

- Provide students with choices (i.e., work experience, classroom jobs), and ask learners to reflect upon those choices by evaluating positive and negative points about the choices that were made.

- Encourage learners to communicate about their disabilities and the potential impact they may have upon successfully completing a job, assignment, or test.

- Teach learners to advocate for themselves. Practice appropriate responses to situations and comments with which they disagree.

- Identify behaviors and/or skills for a learner that could be enhanced by using self-management techniques.

- Have learners evaluate job positions described in classified ads or observed during a field trip with respect to the skills that would be needed to be successful on the job. Have them evaluate personal characteristics that would contribute to or interfere with their success in the job, and reasonable accommodations they might need to be successful on the job.

- Use picture instructions (photographs or drawings), video modeling, or audiotape instructions to help learners gain self-instruction skills.

- Provide many opportunities for students to make choices and to learn the positive and/or negative consequences of those choices.

- Use strategies for learners to select work and classroom experiences based upon some degree of informed choice or preference, later evaluating their selection before choosing the next.

- Insure success by presenting written material and assignments at students' reading and math levels.

- See http://www.nichcy.org/pubs/bibliog/bib12.htm for the National Information Center for Children and Youth with Disabilities (NICHCY) for a bibliography containing learning strategies for students with learning disabilities.

Teaching Strategies for Learners with Disabilities

Career Pathways

- Help elementary school learners learn about a wide range of occupations and teach them vocabulary that is essential to understanding the work world, such as paycheck, taxes, safety rules, job interview, layoff, raise, and license.

- Have middle school learners interview adults who are employed in certain jobs. Have learners discuss specific occupational goals with parents, teachers, and other trusted adults.

- Teach middle school learners about job possibilities by allowing them to "shadow" existing workers and by discussing work and life with adult mentors.

- Share with high school learners the viability of career and technical education courses, such as agribusiness, health occupations, business and marketing, construction trades, culinary arts, child care, and welding.

- Encourage career awareness and exploration activities in your classroom, as this will help expose youth to the world of work and to different occupational roles.

- Help students explore different jobs and careers in order to select a career that is consistent with their interests and talents.

- Collaborate with your school counselor to borrow information from his/her career resource library, or invite your counselor to speak to your students about career choices and options.

- Provide the tools, resources, and guidance needed by students to decide what career clusters and career areas parallel their personal interests and attributes.

- Incorporate career and employability information in various academic lessons: social studies, mathematics, science, reading, and life skills.

- Plan and teach in interdisciplinary teams to show the connections between subjects and to integrate academic lessons with lessons learned in the workplace.

- Encourage students to experience the workplace environment first-hand through volunteer work, internships, and paid work experiences.

- Guide and coach learners to learn independently through project- and problem-based curricula.

- Consider asking workplace personnel to help teach courses in school and/or to assist in planning relevant lessons and courses.

- Ensure that student progress is evaluated both by what students know and what they are able to do.

Teaching Strategies for Learners with Disabilities

Applied Learning

- Applied learning, also referred to as "contextual learning," is defined as learning that occurs in close relationship with actual experience.

- Insure that all learners, including learners with disabilities, understand the process of applied learning and what is required of them.

- Review, on a daily basis, those abstract concepts that have been previously introduced. Introduce new abstract concepts only after the student has mastery of those previously presented.

- Consider the following roles and actions of both student and teacher as they relate to applied learning opportunities.

Teacher	Student
• Provides a learning environment that promotes self-regulated learning.	• Takes charge of own learning.
• Creates opportunities for self-directed activities, collaborative work, and sharing of knowledge.	• Defines learning goals and problems that are personally meaningful.
• Guides the student in learning how to learn.	• Derives motivation from meaningfulness of the goals, investment in the process, and engagement in learning.
• Serves as facilitator and guide.	• Considers options and selects primary and alternate strategies for achieving goals.
• Models, mediates, and coaches, adjusting the level of support to the student's needs.	• Is aware of and monitors own thinking processes and continually develops and refines learning and problem-solving strategies.
• Helps the student link new information to prior knowledge.	• Produces (as opposed to reproducing) meaning or knowledge and applies and transfers knowledge to solve problems creatively.
• Helps the student refine problem-solving strategies.	• Uses reflective thinking as a means of refining cognitive approaches and transferring knowledge.
• Actively listens, questions, provides feedback, and helps the student refocus when needed.	• Participates in developing and using assessments to evaluate own progress.

Taken from: Contextual teaching and learning: Preparing teachers to enhance student success in and beyond school (1998). Columbus, Ohio: The Ohio State University College of Education.

Teaching Strategies for Learners with Disabilities

General Teaching Strategies

Accommodation Strategies for Teachers:

- Discuss with students their needs and ideas for accommodations.

- Select materials early so that they can be procured in appropriate formats in a timely manner.

- Use materials that are available in electronic format.

- Find alternative methods of administering tests and testing comprehension of a subject.

- Use the special education services available to your school and/or district.

Interpersonal Interaction Strategies:

- Treat students with disabilities with the same respect and consideration that you do others.

- Ask a person with a disability if he/she needs special help before assisting him/her. Avoid making assumptions.

- Talk directly to the student with a disability, not through the person's assistant or companion.

- Avoid negative descriptions of a person's disability and always use person-first language.

- If you have concerns about a student's performance, mention it. He/she may not know he/she is doing something incorrectly.

- If you are feeing uncomfortable about a situation, let the student with a disability know. Ask for advice for solving the problem.

- If a person appears to be having difficulty at a task, he/she probably is. Ask if, and how, you may help. Provide assistance only if requested.

- Be aware of and adjust to environmental factors that may affect the student's performance. Examples are air conditioning noise, lighting, and fumes.

Specific Disability Strategies:

- When interacting with a student with a visual impairment, be descriptive. For example, instead of saying, "The computer is over there," say "The computer is about three feet to your left."

- When guiding a person with a visual impairment, offer your arm rather than grabbing or pushing him/her.

- Always ask permission before you interact with a student's guide or service dog.

- Read instructions for the benefit of students with specific learning disabilities.

- Try sitting or crouching to the appropriate visual height to interact with a student who uses a wheelchair. Remember that a person's wheelchair is an extension of his/her body, not a footrest.

- Be aware of where you set items. Make sure they can be reached from a wheelchair.

- Listen carefully and ask a student with a speech impairment to repeat what s/he has said if you don't understand.

- Face a student with a hearing impairment and speak clearly when you talk so s/he can see your lips. Don't over-enunciate as this can make it more difficult for him/her to read your lips.

Lab/Classroom/Staff/Volunteer Strategies:

- Train science and computer lab staff in the use of adaptive technology for students with disabilities.

- Make sure everyone is aware of policies and procedures for providing accommodations to students with disabilities.

- Make sure someone is knowledgeable of organizations, such as federally-funded talking books and Braille libraries, that provide services to students with disabilities.

General Teaching Strategies taken from: University of Washington, DO-IT (Disabilities, Opportunities, Internetworking, & Technology). Available at: http://www.washington.edu/doit/MathSci/general.html.

Strategies to Assist Learners with Disabilities

AUTISM	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Autism Society of America** 7910 Woodmont Avenue, Suite 650 Bethesda, MD 20814 (301) 657-0881 (800) 328-8476 **Institute for the Study of Developmental Disabilities** Indiana Resource Center for Autism Indiana University 2853 East 10th Street Bloomington, IN 47408-2601 (812) 855-6508 **Autism Hotline** PO Box 507 Huntington, WV 25710-0507 **Autism National Committee** 7 Teresa Circle Arlington, MA 02174	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a learner's educational performance. Characteristics include repetitive activities/movements, resistance to environmental and daily routine changes, and unusual responses to sensory experiences. Autism **does not** apply if a learner's educational performance is adversely affected because the learner has an emotional disturbance.	*School:* • Provide a daily agenda so that youth are aware of and understand the sequence of daily events, when they begin and end. • Concentrate on improving effective interpersonal communication skills. • Present learning material visually and orally. • Model and teach appropriate social, behavioral, and living skills. *Work:* • Place youth in positions that capitalize their strengths. • Write down and verbalize daily work tasks. • Keep day-to-day tasks consistent and predictable. *Connecting:* • Develop programs with parents so that activities and approaches can be carried over to the home environment. • Provide co-workers with training on autism and offer specific suggestions for improving communication skills with employees with autism. • Establish networks among the family, school, employer, and human service agency. • Encourage learners to take an active role in their individual education plan (IEP).

17

Strategies to Assist Learners with Disabilities

DEAF-BLINDNESS	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Helen Keller National Center Headquarters** 111 Middle Neck Road Sands Point, NY 11050-1299 (506) 944-8900 or (516) 944-8637 (TTY) **The National Coalition for the Blind Perkins School for the Blind** 175 North Beacon Street Watertown, MA 02172 (617) 972-7220 **U.S. Department of Education Service for Children with Deaf-Blindness Program** 600 Maryland Avenue SW Washington, DC 20202 (202) 205-8165 **Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments (TRACES)** Western Oregon State College 345 North Monmouth Avenue Monmouth, OR 97361	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for individuals with deafness or individuals with blindness.	***School:*** • Teach mobility skills. • Keep environment free of architectural barriers. • Teach communication through use of specialized devices. • Develop language skills. • Identify learner's strengths and interests. ***Work:*** • Utilize alternative communication devices. • Provide a workplace mentor or job coach. • Allow flexibility in the way work tasks are customarily done. • Allow opportunities to explore a variety of career options. ***Connecting:*** • Establish links with community service providers (e.g. housing, vocational rehabilitation, and independent living). • Encourage youth to take the lead in their individual educational program (IEP). • Provide training opportunities for personnel who will work with youth who are deaf-blind.

18

Strategies to Assist Learners with Disabilities

EMOTIONAL DISTURBANCES	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **American Academy of Child and Adolescent Psychiatry Public Information Office** 3615 Wisconsin Avenue, NW Washington, DC 20016 (202) 966-7300 www.aacap.org/web/aacap **Federation of Families for Children's Mental Health** 1021 Prince Street Alexandria, VA 22314-2971 (703) 684-7710 www.psych.med.umich.edu/web/aacap/fedfemh/htm **National Alliance for the Mentally Ill** 200 North Glebe Road, Suite 1015 Arlington, VA 22203-3754 (703) 524-7600 (800) 950-NAMI www.cais.com/vikings/nami/index/htm	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a learner's educational performance: A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. C) Inappropriate types of behavior or feelings under normal circumstances. D) A general pervasive mood of unhappiness or depression. E) A tendency to develop physical symptoms or fears associated with personal or school problems. **Emotional disturbance** includes schizophrenia but does not apply to individuals who are socially maladjusted, unless it is determined that they have an emotional disturbance.	***School:*** • Encourage learners to participate in courses where the learning is relevant. • Use behavior modification techniques to help learner master appropriate behaviors. • Develop learner's social and work behavior skills. • Teach appropriate verbal and nonverbal communication skills. • Teach problem solving skills. ***Work:*** • Allow for natural consequences. • Provide sufficient practice of new skills. • Provide reinforcement and immediate, consistent feedback. • Set specific times for certain tasks and maintain this routine. • Allow breaks to be scheduled according to individual needs rather than a fixed schedule. ***Connecting:*** • Develop action plans that empower youth to achieve successful employment outcomes. • Provide wrap-around services for families, such as respite care and case management. • Coordinate services among the home, school, work and community. • Utilize employment consultants to educate employers, facilitate problem-solving, and promote effective communication.

Including Youth with Disabilities in **etc** Project, 2001
Funded By: The Illinois Council on Developmental Disabilities

19

Strategies to Assist Learners with Disabilities

DEAFNESS AND HEARING IMPAIRMENTS	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **American Society of Deaf Children (ASDC)** 2848 Arden Way, Suite 210 Sacremento, CA 95825-1373 (800) 942-2723 **Journal of American Deafness and Rehabilitation Association** PO Box 251554 Little Rock, AR 72225 (501) 663-7074 **American Speech-Language Hearing Association (ASHA)** 10801 Rockville Pike Rockville, MD 20852 (800) 638-8255 **The Alexander Graham Bell Association for the Deaf** 3417 Volta Place NW Washington, DC 20007-2778 (202) 337-5220	**Deafness** is a hearing impairment that is so severe that the learner is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a learner's educational performance. **Hearing Impairment** means an impairment in hearing, whether permanent of fluctuating, that adversely affects a learner's educational performance but that is not included under the definition of deafness.	**School:** • Allow for a note-taker in the classroom. • Introduce learners to the skills, responsibilities, and roles they will need when they enter the full-time employment market. • Teach appropriate social skills. • Provide vocational training that includes a core curriculum in interview skills, resume writing, teamwork, cooperation, understanding a paycheck, and other work-related issues. • Offer intense training in communication skills. **Work:** • Provide sign language interpreters at work meetings or conferences. • Make use of communication devices such at Text Telephones (TTs, TTYs, or TDDs) or the Telecommunication Relay Service. • Provide necessary assistive technology. • Offer sign language classes to hearing co-workers. **Connecting:** • Schedule necessary speech, language, and auditory training from a specialist. • Use alternative strategies for communicating daily work tasks or information (e.g., e-mail) • Establish networks with professional organizations and associations.

Strategies to Assist Learners with Disabilities

MENTAL RETARDATION	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **The Arc** 500 Border Street, Suite 300 Arlington, TX 76010 (800) 433-5255 www.thearc.org/welcome.html **American Association on Mental Retardation (AAMR)** 444 North Capitol Street, NW Suite 846 Washington, DC 20001 (800) 424-3688 www.aamr.org **The Division on Mental Retardation and Developmental Disabilities (MRDD)** Council for Exceptional Children 1920 Association Drive Reston, VA 22091 (703) 620-3660 www.cec.sped.org **National Down Syndrome Congress** 1605 Chantilly Drive, Suite 250 Atlanta, GA 30324 (800) 232-6372 www.carol.net/~ndsc	Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a learner's educational performance.	*School:* • Use concrete, age-appropriate materials. • Present information and instruction in small, sequential steps. • Teach tasks or skills that youth will use frequently. • Teach social and environmental cues, such as where and when to perform a task. • Teach learner to transfer skills to environments outside the school. *Work:* • Maintain a routine of daily tasks. • Give instruction in small sequential steps. If necessary write down or provide a picture card of daily tasks. • Be consistent in work requests and keep the work tasks structured. • Encourage interactions with co-workers. *Connecting:* • Set up partnerships with Department of Rehabilitation Services and other adult agencies. • Assist in arranging transportation to and from work. • Coordinate support efforts. • Allow for flexible scheduling options to allow youth the opportunity to participate in programs such as job shadowing without unduly effecting the school schedule.

Strategies to Assist Learners with Disabilities

MULTIPLE DISABILITIES	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **ABLEDATA** Newington Children's Hospital 181 Cedar Street Newington, CT 06111 (203) 667-5200 www.abledata.com/indx.htm **The Association for Persons with Severe Handicaps (TASH)** 29 West Susquehanna Avenue, Suite 210 Baltimore, MD 21204 (410) 828-8274 www.tash.org **United Cerebral Palsy Association, Inc.** 1660 L Street NW, Suite 700 Washington, DC 20036 (800) 872-5827 www.ucpa.org **National Rehabilitation Information Center** 8455 Colesville Road, Suite 935 Silver Spring, MD 20910-3319 (800) 346-2742 www.cais.net/naric	Concomitant impairments (such as mental-retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that cannot be accommodated in special education programs solely for one of the impairments.	**School:** • Integrate youth with their non-disabled peers. • Teach functional skills and age-appropriate social skills. • Help the learner develop necessary communication skills and teach them skills to express themselves (e.g., use of computers) • Teach youth how to use appropriate adaptive equipment (e.g., typewriters, headsticks, and clamps). • Use adaptive aids when necessary. **Work:** • Keep the environment free from architectural barriers. • Make use of technological devices. • Establish natural work supports. • Make arrangements in the work setting to provide medication, dietary needs and self-care requirements. **Connecting:** • Identify and provide appropriate job modifications. • Identify support and community resources. • Begin community-based instruction in elementary school. • Allow for work experience opportunities in the community to help identify specific job task strengths.

Strategies to Assist Learners with Disabilities

ORTHOPEDIC IMPAIRMENT	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **March of Dimes Birth Defects Foundation** 1275 Mamaroneck Avenue White Plains, NY 10605 www.modimes.org **National Easter Seal Society** 230 West Monroe Street, Suite 1800 Chicago, IL 60606 (800) 221-6827 www.seals.com **National Rehabilitation Information Center** 8455 Colesville Road, Suite 935 Silver Spring, MD 20910-3319 (800) 346-2742 www.cais.net/naric **United Cerebral Palsy Association, Inc.** 1660 L Street, NW Suite 700 Washington, DC 20036 www.ucpa.org	A severe orthopedic impairment that adversely affects a learner's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns that cause contractures).	*School:* • Teach mobility skills. • Maintain daily routines. • Teach self-advocacy skills. *Work:* • Provide supportive services, program modifications, and facility modifications as needed. • Keep daily tasks consistent. • Be aware of architectural barriers. • Provide supportive services, program modifications, and facility modifications as needed. *Connecting:* • Arrange for physical and occupational therapy. • Develop family supports (e.g., counseling, respite care, etc.) • Teach the young person how to manage their disability. • Conduct an assessment to determine vocational strengths and weaknesses.

Strategies to Assist Learners with Disabilities

OTHER HEALTH IMPAIRMENT	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Council for Exceptional Children** Division for Physical and Health Disabilities 1920 Association Drive Reston, VA 22091 (703) 620-3660 **United Cerebral Palsy Association, Inc.** 1660 L Street, NW Suite 700 Washington, DC 20036 www.ucpa.org	This means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (I) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (II) adversely affects a learner's educational performance.	***School:*** • Teach appropriate work behaviors and habits. • Supplement verbal instructions with visual directions and examples. • Teach organizational and study skills. • Teach the learner to advocate for themselves. • Consider home instruction. ***Work:*** • Write down and post daily work assignments. • Keep the environment free of distractions. • Provide regularly scheduled and frequent breaks. • Arrange for work station to be accessible to facilities. • Establish a safe working environment. ***Connecting:*** • Offer first aid instruction to the learners teachers, employers, and co-workers. • Provide career planning, school activities, and necessary support as early as possible. • Establish linkages between the family, school, and work. • Teach individuals when it is appropriate to disclose disability and how to articulate strengths and weaknesses.

Strategies to Assist Learners with Disabilities

SPECIFIC LEARNING DISABILITY	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Council for Learning Disabilities** PO Box 40303 Overland Park, KS 66204 (913) 492-8755 **Learning Disabilities Association of America** 4156 Library Road Pittsburgh, PA 15234 (412) 341-1515 www.ldanatl.org **National Center for Learning Disabilities** 381 Park Avenue South, Suite 1420 New York, NY 10016 (212) 545-7510	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. **Specific learning disability** does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.	*School:* • Teach compensation strategies such as utilizing computers, manuals on tape and calculators. • Encourage organizational skills • Teach self-check procedures, such as a pocket calendar to keep accurate and organized schedules. • Make career education an integral part of the curriculum. • Encourage youth to get involved in educational programs that integrate academic and vocational learning. *Work:* • Restructure the job to build on individual strengths. • Provide spelling lists specific to the workplace. • Color code files. • Use graphics, diagrams, and flow charts where possible. • Introduce a few strategies at a time and teach self-check procedures. • Write down and prioritize daily tasks. *Connecting:* • Coordinate support efforts. • Establish peer support groups. • Teach the young person how to manage their disability.

Including Youth with Disabilities in **etc** Project, 2001
Funded By: The Illinois Council on Developmental Disabilities
25

Strategies to Assist Learners with Disabilities

SPEECH OR LANGUAGE IMPAIRMENT	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Cleft Palate Foundation** 12 Grandview Avenue Pittsburgh, PA 15221 (412) 481-1376 **American Speech, Language, and Hearing Association** 10801 Rockville Pike Rockville, MD 20852 (800) 638-8255 **Division for Children with Communication Disorders (DCCD)** **Council for Exceptional Children** 1921 Association Drive Reston, VA 22091 (703) 620-3660 **Learning Disabilities Association of America** 4156 Library Road Pittsburgh, PA 15234 (412) 341-1515 www.ldanatl.org **TRACE Research and Development Center** S-151 Waisman Center 1500 Highland Avenue Madison, WI 53705-2280	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a learner's educational performance.	***School:*** • Teach alternative communication skills such as writing, sign language, use of speech boards, etc. • Establish communication goals related to the work experience. • Encourage use of computers. • Establish communication goals related to the work experience. **Work:** • Remain patient when communicating with the individual. • Allow for alternative forms of communicating (e.g., email, pad and pencil). • Allow time to develop alternative communication skills. • Ask the young person what ways of communicating daily instruction work best for them. ***Connecting:*** • Develop a rapport between the school, the family, the employer and the speech-language pathologist. • Provide speech and language therapy as needed. • Involve the speech-language pathologist in the transition planning. • Teach the young person how to manage their disability.

Strategies to Assist Learners with Disabilities

TRAUMATIC BRAIN INJURY	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Brain Injury Association** 1776 Massachusetts Avenue, NW #100 Washington, DC 20036 (800) 444-6443 **Traumatic Brain Injury Project** **University of Kansas** www.sped.ukans.edulspedprojects/tbi **TBI Information Project** www.sasquatch.com/tbi **The Perspectives Network** www.tbi.org www.neurosurgery.mgh.harvard.edu/abta www.cais.net/naric www.connix.com/~clpyers/cttbia.htm	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability, or psychosocial impairment, or both, that adversely affects a learner's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech. Does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.	***School:*** • Design an appropriate transition plan to meet cognitive, physical, social, and postsecondary goals. • Provide career counseling and carefully plan a job placement. • Determine what job-specific skills the learners must learn. • Teach the learner strategies for increasing memory. ***Work:*** • Keep work tasks specific. • Demonstrate new tasks. • Speak clearly and concisely. • Provide a work-place mentor or job coach. • Break job tasks down into steps or a sequence. ***Connecting:*** • Coordinate support services for the learner and their family. • Coordinate technical assistance and specialized support for employers. • Establish linkages with the medical rehabilitation center if appropriate. • Provide speech/language, physical and occupational therapy if requested.

Strategies to Assist Learners with Disabilities

VISUAL IMPAIRMENT	DEFINITION	STRATEGIES FOR SUCCESS
AVAILABLE RESOURCES: **Association for Education and Rehabilitation of the Blind and Visually Impaired** 206 North Washington Street, Suite 320 Alexandria, VA 22314 (703) 548-1884 **Division for the Visually Handicapped Council for Exceptional Children** 1922 Association Drive Reston, VA 22091 (703) 620-3660 **National Association for the Visually Handicapped (NAVH)** 22 West 21 Street, 6th Floor New York, NY 10010 (212) 889-3141 **National Braille Press** 88th Stephen Street Boston, MA 02115 (617) 266-6160 or (800) 548-7323 **National Library Services for the Blind and Physically Handicapped Library of Congress** 1291 Taylor Street NW Washington, DC 20542	An impairment in vision that, even with correction, adversely affects a learner's educational performance. The term includes both partial sight and blindness.	*School:* • Teach independent living, job seeking, and social skills. • Emphasize mobility orientation. • Teach effective listening skills. • Allow the use of adaptive equipment (adaptive computers, low-vision optical and video aids). • Provide material in large print, Braille, and on tape. • Teach appropriate social skills, self care, and daily living skills. *Work:* • Offer adaptive equipment such as computers and visual aids. • Provide any written work materials in large print, on tape, or in Braille. • Avoid rearranging or moving work space. • Encourage volunteer experiences and part-time paid work. *Connecting:* • Teach compensatory skills such as Braille, efficient use of low vision aids, orientation, and mobility skills, and use of adaptive technology. • Offer to help arrange transportation to and from work. • Encourage youth to participate in community activities of interest.

Resource C

Resource D

Resource E

TRANSITION PLANNING PROCESS

Steps to Writing

Individual Education Plans (IEPs) and Maximizing Successful

Post-School Transitions

Transition Planning Process:

Steps to writing IEPs and maximizing successful post-school transitions
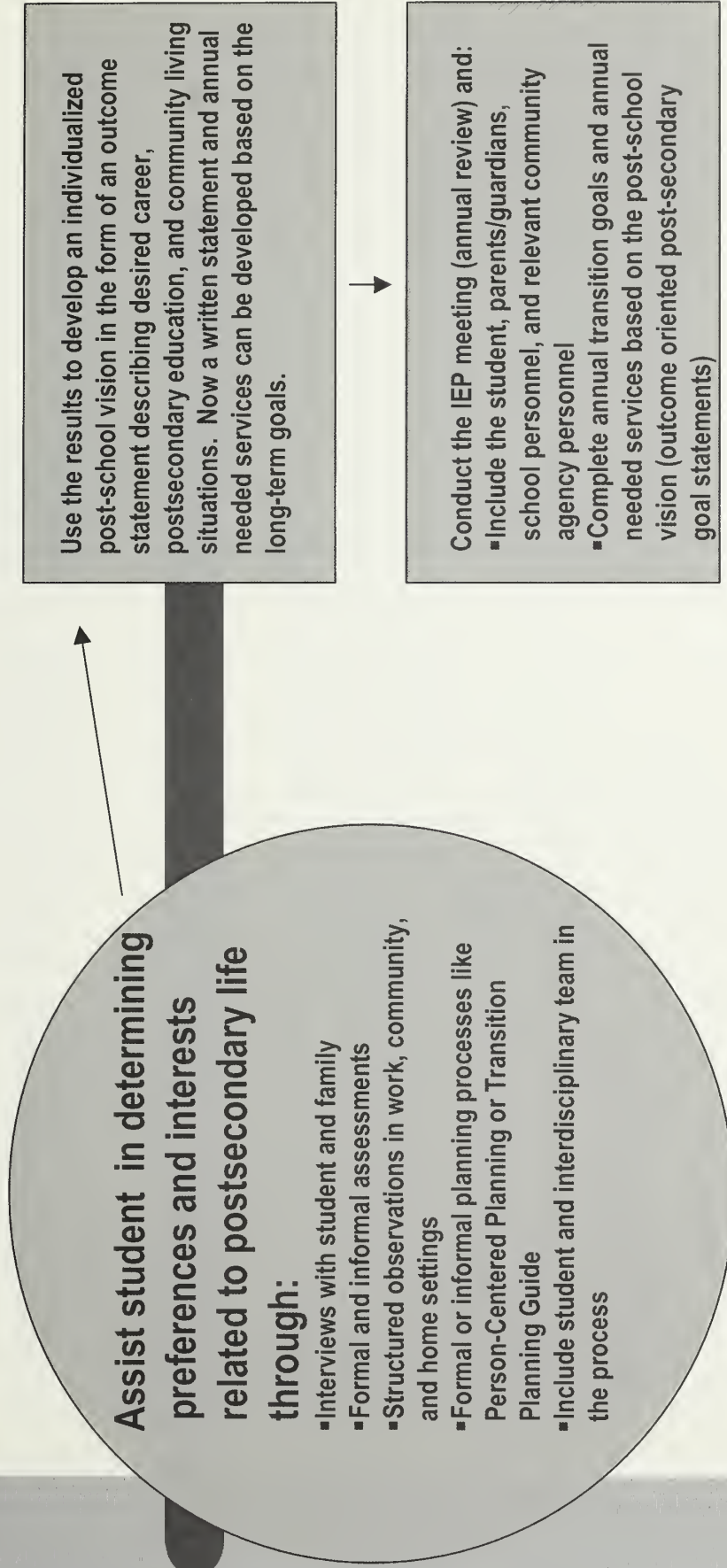
Assist student in determining preferences and interests related to postsecondary life through:

- Interviews with student and family
- Formal and informal assessments
- Structured observations in work, community, and home settings
- Formal or informal planning processes like Person-Centered Planning or Transition Planning Guide
- Include student and interdisciplinary team in the process

Use the results to develop an individualized post-school vision in the form of an outcome statement describing desired career, postsecondary education, and community living situations. Now a written statement and annual needed services can be developed based on the long-term goals.

Conduct the IEP meeting (annual review) and:

- Include the student, parents/guardians, school personnel, and relevant community agency personnel
- Complete annual transition goals and annual needed services based on the post-school vision (outcome oriented post-secondary goal statements)

Important Transition Outcomes

- Student involvement in transition planning
- Improved access to and participation in regular education, career and technical education, and Education to Careers activities
- Decreased drop-out rates
- Improved performance in secondary education programs
- Self-determination

Important Transition Outcomes (cont.)

- Friendship development and social networking
- Postsecondary education and training
- Employment
- Access and participation in community activities
- Independent living
- Health and medical care
- Family and student satisfaction with transition services and outcomes

Realize the Purpose:
Preparation for Life

- Do the IEP goals and objectives address the achievements the learner needs to make to prepare for college?

- Do the IEP goals and objectives promote acquisition of prevocational skills?

- Do the IEP goals and objectives outline ways to develop increased independence?

- Do the IEP goals and objectives provide opportunities for developing independence, self-determination, and self-advocacy?

Transition and the IEP:
A Paradigm Shift

The mandated inclusion of transition services in IEPs involves a paradigm shift in how educators think about transition. This shift relates to how:

-the goals are conceptualized, and

-the means for achieving these goals as specified on the IEP.

Transition goals are <u>outcome</u> statements that describe the work, post-secondary education and living situation that the student will be in after graduating or aging out of high school. They differ from instructional goals typically written on the IEPs which describe student learning achieved in the context of the school setting and for only one year.

Transition and the IEP: A Paradigm Shift (cont.)

- Transition goals imply the need to involve individuals and agencies within the communities where students will be living as adults.

- Transition goals are met through annual services that coordinate efforts among school personnel, parents/guardians, the student, and community agencies.

Taken from the ISBE document: *Incorporating Transition into the Individualized Education Program* (1993).

Transition Goals

- are statements that are individualized, futuristic, and establish a post-school vision (outcomes) for the student;

- are developed from formal and informal assessment and planning processes, and should reflect the student's preferences and needs;

- specify work, educational, or community living alternatives that the student will be in after graduating or aging out of high school; and

- specify "real-life" adult living outcomes.

A Transition Goal that specifies
a process but not an outcome
is NOT a valid long-term transition goal.

PROCESS ORIENTED

Jennifer will enroll in a daycare training program and explore living arrangements.

OUTCOME ORIENTED

Jennifer will attend the Lewis and Clark Community College supported school-to-work program and share an apartment with another student and a personal care attendant.

Transition Supports/Services*

- Instructional Services
- Related Services
- Community Experiences
- Linkages to Available Supports/services after graduation
- Daily living skills
- Functional Vocational Evaluation

*See the section "Transition Supports/Services" on page 1 of the IEP Transition Services on ISBE recommended IEP form.

Source: Storms, J., O'Leary, L., and DeStefano, L. (1996). Individuals with disabilities education Act: transition requirements. A guide for states, districts, schools and families. Tucson, AZ: University of Arizona.

Transition Supports/Services*
Defined

- Instructional Services are services that are part of the teaching and learning process and are typically provided by schools. Instructional services typically consist of academic instruction, general education classes, career-technical classes, tutoring, etc., but may also include adult basic education or postsecondary education.

- Related Services include transportation and developmental, corrective or other supportive services required to assist a student to benefit from special education.

Transition Supports/Services*
Defined (cont.)

- <u>Community Experiences</u> are services provided outside of the school building, in community settings, by schools or other agencies. Community experiences could include community-based work experiences, job site training programs, banking, shopping, transportation, counseling, and recreational services.

- <u>Employment and Other Post-School Living Objectives</u> include services provided by schools or other entities that lead to a job or career and activities such as registering to vote, figuring taxes, renting a home, applying for SSI, etc.

Transition Supports/Services*
Defined (cont.)

- Daily Living Skills are activities that adults do every day, such as preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc. These supports/services could be provided by schools or other entities.

- Functional Vocational Evaluation is an assessment process that provides information about job/career interest, aptitudes, and skills. Information can be gathered through situational assessments, observations, or formal processes. These could be provided by schools or other entities but should always be practical.

Remaining Required Components of the IEP

- Annual goals and objectives for reaching long-term outcomes

- Specific special education and related services to be provided and the extent of participation in regular education

- Projected dates for initiation of services and the anticipated duration of the services

- Appropriate objective criteria; evaluation procedures; and schedule for determining, at least annually, whether the short-term instructional objectives are being met

Remaining Required Components of the IEP (cont.)

- An explanation of the extent, if any, to which the learner will not participate with students without disabilities in regular classes and activities

- Statement of modifications in administration or State of district assessments, or alternatives if needed

- Statement of how the learner's progress toward the annual goals will be measured and regularly reported to parents

Skills for Employment:
The Most Wanted List

- Learning to Learn – the foundation skill

- Skills for Technical Competence – reading, writing, and computation

- Skills for Communication – oral communication and listening

- Adaptability – problem solving and creative thinking

Skills for Employment:
The Most Wanted List (cont.)

- Developmental Skills – self-esteem, motivation and goal setting, employability and career development

- Group Effectiveness – interpersonal skills, teamwork, negotiation

- Influencing Skills – organizational effectiveness, leadership

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE A

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)	DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (27) Chicago Heights *Southland*	Cook	Gary Joseph Rainaldi c/o Southwest Cook County 6020 W. 151st Street Oak Forest, IL 60542 (708) 687-6475 (708) 709-3337 FAX garyrainaldi@hotmail.com	*TPC (30)* *Proviso Township*	Cook	Terry Smith PAEC 1000 Van Buren Street Maywood, IL 60153 (708) 450-2159 cathypaec@aol.com
TPC (28) Evergreen Park *Chicago Southside & Southwest Sub. Areas*	Cook	Susann Pacella AERO 7600 South Mason Ave. Burbank, IL 60459 (708) 496-3330 (708) 496-3920 FAX spacella@ndisolutions.com	*TPC (31)*	DuPage	Tenney Cassell 837 S. Westmore Rd. Lombard, IL 60148 (630) 495-4288 (630) 495-0387 FAX tweekley@ietc-dupageco.com
TPC (29) Oak Park *Oak Park*	Cook	Henry Ferraro Leyden Area Spec. Ed. 10401 West Grand Ave. Franklin Park, IL 60301 (847) 455-0013 DHSVR128@dhs.state.il.us			

1

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE A (cont.)

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)	DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (32) Gurnee *Lake Co.*	Lake	Peter Welsch Waukegan High School 2325 Brookside Avenue Waukegan, IL 60085 (847) 360-5552 (847) 360-5398 FAX peterwelsch@mac.com	*Chicago TPC* Ashland Ave. Avalon Park Grand Ave. Milwaukee Ave.	Chicago TPC	Inactive
TPC (33) Gurnee *Northern Sub. Special Ed. Dist.*	Lake	Elizabeth Howes NSSED 760 Red Oak Lane Highland Park, IL 60035 (847) 831-5100 ext. 230 ehowes@nssed.k12.il.us			
TPC (34) Hiawatha *Maine/Niles*	Cook (Chicago No. Suburbs)	Camille Mayhall Molly Education Center 8701 North Menard Ave. Morton Grove, IL 60053 (847) 965-2502 (847) 965-0003 FAX cmayhall@ntdse.k12.il.us			
TPC (35) Rolling Meadows *Northwest Regional*	Cook (Northwest Suburbs)	Don Minor NSSEO 799 W. Kensington Road Mt. Prospect, IL 60056 (847) 577-7749 (847) 577-0357 FAX dmino@nsseo.org			

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE B

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)	DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (13) Champaign **Champaign Co.**	Champaign	Kelli Shirley Champaign Unit #4 Schools 703 South New Street Champaign, IL 61820 (217) 351-3841 (217) 351-3871 FAX shirleke@knight.cmi.k12.il.us	**TPC (15)** Danville **Vermillion Co.**	Vermilion	Sandy Martin VASE 12190 US Route 150 Oakwood, IL 61858 (217) 443-8273 (217) 443-0217 FAX sandym4321@ICQmail.com
		Jim Watkins DHS/ORS 2009 Fox Drive Champaign, IL 61820 (217) 278-3500 (217) 278-3508 FAX DHS13207@dhs.state.il.us			
TPC (14) Bloomington **McLean Co.**	McLean	Dr. Chuck Hartsell 2022 North Eagle Rd. Normal, IL 61761 (309) 454-2220 (309) 888-6013 FAX hartsecd@unit5.org	**TPC (16)** Bloomington **Livingston Co.**	Livingston	Mary Beth DeFauw Livingston Co. Spec. Serv 920 Custer Ave., Suite A Pontiac, IL 61764 (815) 844-7115 mdefauw@lcssu.org
		Dave Reed DHS/ORS 207 S. Prospect Rd. Bloomington, IL 61704 (309) 662-1347 (309) 662-7219 FAX DHS21111@dhs.state.il.us			

3

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE B (cont.)

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)	DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (17) Galesburg **Knox/Warren/ Henderson Co.**	Knox Warren Henderson	Jerome (Jerry) Brodine & Karen Engstrom DHS/ORS 256 S. Soanetaha Galesburg, IL 61401 (309) 343-2193 (309) 343-0199 FAX DHSRSMM@dhs.state.il.us	**TPC (19)** Joliet **Grundy/Will Co.**	Grundy Will	Sharon Slover LASEC 1343 East 7th Street Lockport, IL 60441 (815) 838-8080 x19 (815) 838-8086 FAX mdhiatt@iquest.net
		Sue O'Flaherty 243 S. Farnham Galesburg, IL 61401 (309) 343- 2143 kwtomlin@gallatinriver.net	**TPC (20)** Kankakee **Kankakee Co.**	Kankakee	Tom Krall Kankakee Special Ed. Coop 1 Stuart Drive Kankakee, IL 60901 (815) 939-3651 tkrall69@yahoo.com
TPC (18) DeKalb **DeKalb Co.**	DeKalb	Carolyn Beard DeKalb Co. Spec. Ed. 2205 Sycamore Road DeKalb, IL 60115 (815) 758-0651 (815) 758-6610 FAX cbeard@mail.nibcomp.com	**TPC (21)** Elgin **McHenry Co.**	McHenry	John Fleshman 1200 Claussen Woodstock, IL 60098 (815) 338-7411 (815) 939-7236 FAX jfleshman@sedom.org

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE B (cont.)

DHS/ORS OFFICE	CHAIRPERSON (S)	COUNTY(S)
TPC (22) LaSalle **Bureau/Putnam Marshall Co.**	Gloria Duffin LaSalle Spec. Ed. Dist. (LEASE) 1006 Boyce Memorial Dr. Ottawa, IL 61350 (815) 433-6433 (815) 433-6164 FAX Duffin.lease@theramp.net	Bureau Putnam Marshall LaSalle
TPC (23) Peoria/Pekin **Transition Linkage Partnership**	Allison Lourash Peoria CIL 614 W. Glen Peoria, IL 61603 (309) 682-3500 (309) 682-3989 FAX alourash@CICIL.org	Peoria Woodford Tazewell Mason Fulton
TPC (24) Rockford **Winnebago Co.**	Richard Hunt RAMP 202 Market Street Rockford, IL 61107 (815) 968-7467 Voice (815) 968-7612 FAX rampcil@rampcil.org	Winnebago Boone Ogle
TPC (25) Freeport **Jo Daviess/ Carroll Co.**	Marianne Garvens 2532 E. River Rd. Freeport, IL 61032 (815) 232-1474 Voice/Fax bgarvens@aeroinc.net Jan Linder DHS/ORS 773 W. Lincoln, Suite 402 Freeport, IL 61032 (815) 233-5904 dhsrsht@dhs.state.il.us	Jo Daviess Carroll Stephenson
TPC (26) Rock Island **Quad Cities/ Tri-County**	Nancy Dillard/Jim Norris Black Hawk Spec. Ed. 4670 11th Street East Moline, IL 61244 (309) 796-2500 (309) 796-2911 FAX gcstep@aol.com	Rock Island Stark Mercer Henry

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE C

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (1) Alton **Madison Co.**	Madison Jersey	Anita Howard, Co-Chair Triad High School 9539 703 E. Highway 40 St. Jacob, IL 62281 (618) 644-5511 (618) 644-9435 FAX ahoward@triad.madison.k12.il.us
		Marlin Thomas, Co-Chair Impact, Inc. 2735 E. Broadway Alton, IL 62002 (618) 462-1411 (618) 474-5309 FAX marsbar75@yahoo.com
TPC (2) Belleville **Metro East**	St. Clair Monroe Randolph	Vickie Few LINC 120 East A Street Belleville, IL 62220 (618) 235-9988 linccil@apci.net
JAMP TPC (3) Carbondale	Johnson Alexander Massac Pulaski	Richard Starns PO Box 127 Olmstead, IL 62970 (618) 742-6231 (618) 658-8281 FAX jamp@midwest.com

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (4) Decatur **Macon/Piatt Co.**	Macon Piatt	Diana Sullivan, Co-Chair Macon-Piatt Spec. Ed. 101 W. Cerro Gordo Decatur, IL 62523 (217) 424-3030 dsulliva@dps61.org
		Rex Nicole, Co-Chair ETC 1314 N. Main Decatur, IL 62526 (217) 422-9322 (217) 428-5469 FAX rxatetc@aol.com
TPC (36) Mt. Vernon Benton Carbondale **Mid South**	Williamson Jefferson Franklin Perry Jackson	Andy Finn 409 Park Ave., PO Box 1027 Benton, IL 62864 (618) 439-7231 (618) 438-2210 FAX afinn@fjsped.frnkln.k12.il.us
		Terry Hoffman, Co-Chair DHS/ORS Route 37 N., PO Box 848 Benton, IL 62864 (618) 439-4334 (618) 435-4742 FAX dhs14107@dhs.state.il.us

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY
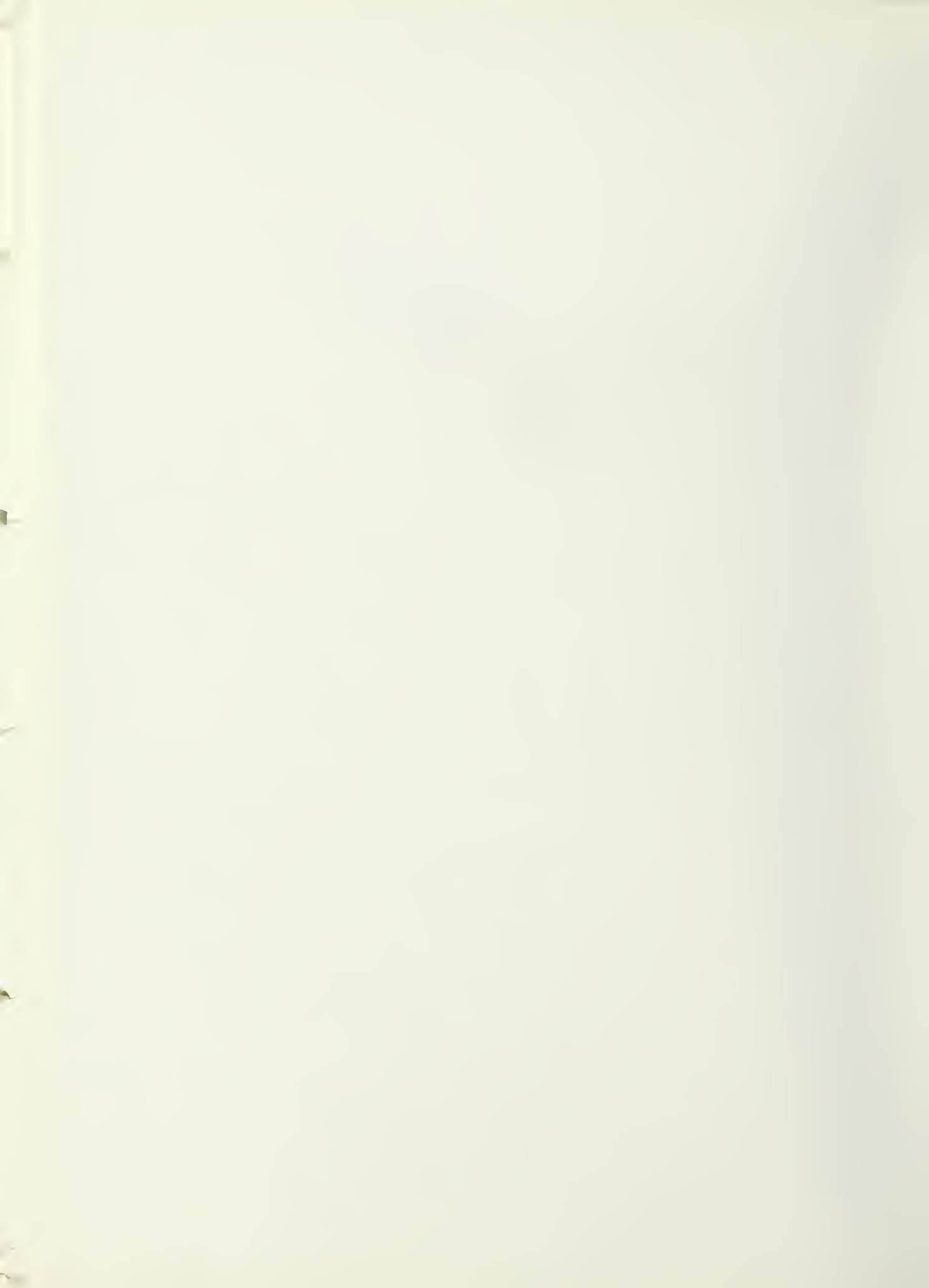
July, 2001

ZONE C (cont.)

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON(S)	DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON(S)
TPC (5) Jacksonville *West Central IL*	Morgan Brown Scott Greene Calhoun Schuyler Macoupin Cass	Larry Weber DHS 1429 S. Main Street Jacksonville, IL 62650 (217) 245-9585 (217) 243-8131 FAX DHSVR033@dhs.state.il.us	*TPC (7)* Quincy *Quincy Area*	Adams Hancock Pike McDonough	Paul Kullenberg 2131 N Sheridan Dr. Quincy, IL 62301 (217) 224-6062 Home (217) 224-1921 FAX through Frank Arnold dhsrscf@dhs.state.il.us
		Don Aubry, Ph.D. Exec. Dir. Four Rivers Special Education Dist. 936 W. Michigan Avenue Jacksonville, IL 62650 (217) 245-7174 daubry@roe46.k12.il.us			Rose Marie Akers John Wood Community College 150 S. 48th Street Quincy, IL 62301 (217) 224-6500
TPC (6) Mattoon *Eastern IL*	Coles/Clark/ Edgar Douglas Effingham Cumberland Shelby Moultrie	Bobbie Eastin CCAR Industries 1530 Lincoln Ave. Charleston, IL 61920 (217) 348-0127 ext. 329 (217) 348-0740 FAX	*TPC (8)* Harrisburg *Wabash & Ohio Regional*	Gallatin Hamilton Hardin/Pope Saline/ /White Edwards Wayne Wabash	Curt Wasson, Co-Chair Pride House 740 County Rd, 1100 N Carmi, IL 62821 (618) 265-3267 (voice/fax) pride@shawneelink.net

STATE OF ILLINOIS TRANSITION PLANNING COMMITTEES (TPC) DIRECTORY

July, 2001

ZONE C (cont.)

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (9) Mt. Vernon **Fayette/Bond Counties**	Fayette Bond	Joyce Carmen Mid State Special Ed. 2203 W. Jefferson Vandalia, IL 62471 (618) 283-4797 mecap@midstatespec.org
TPC (10) Mt. Vernon **Clinton/Marion**	Marion Clinton Washington	George Dudley Kaskaskia Spec. Ed. 224 South Locust Centralia, IL 62801 (618) 532-4721 (618) 532-0004 FAX gdudley@marion.k12.il.us
TPC (11) Olney **South Eastern IL**	Richland Crawford Lawrence Jasper Clay	Denice Smith DHS/ORS 1112 S West Olney, IL 62450 (618) 395-2147 DHSVR149@dhs.state.il.us

DHS/ORS OFFICE	COUNTY(S)	CHAIRPERSON (S)
TPC (12) Central IL TPC **Central Area**	Sangamon Menard Cass Christian Logan	Paula Mc Kay Springfield CIL 426 West Jefferson Springfield, IL 62702 (217) 523-2587 (217) 523-0427 FAX Spfldyouthtransition@yahoo.com

Goal #1: Each and every student is involved in a comprehensive career development system that includes continuous awareness and exploration activities, K-16.

- Career guidance and development is provided to all students and in every classroom.
- Career guidance and development is addressed in all school improvement plans for all participating schools.
- Every student will develop an individualized career plan (ICP) by grade 9 based on a career interest inventory and career assessment.
- Professional development related to career guidance and development is provided to school counselors and all relevant stakeholders.
- Every student develops a career portfolio and leaves high school with a well-formed career plan.
- All relevant stakeholders including parents, teachers, counselors and students are provided labor market information and information on non-traditional careers.

The American Association for Higher Education (AAHE) envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy. http://www.aahe.org

Baltimore County CareerNet: More Career Development and Job Listings. Over 23 links are listed that provide career exploration and development for individuals with disabilities. Some of the links include career assessment, job banks (state and national), online career center, career choices, employment resources for persons with disabilities, and an employment search readiness inventory. http://www.bc-works.com

Career Consulting Corner. For teachers, counselors and learners, there are a variety of instructional packages, career assessment inventories as well as numerous career products on the subject of interviewing, resume writing, and business. There are over 350 career products in the directory. http://www.careercc.com

Career Counseling. General overview of basic steps all learners can take in order to facilitate their participation in deciding their career paths. http://www.collegeview.com/career/career_planning/skills_tools/career_assess.html

Career Planning. Welcome to the guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques. http://mapping-your-future.org/planning/

The Career Planning/Competency Model encourages individuals to explore and gather information which enables them to synthesize, gain competencies, make decisions, set goals and take action. http://www.bgsu.edu/offices/sa/career/process/

The Career Services Kiva. A professional gathering place for college career counselors that provides information on career options, career awareness, and career development to assist students they are serving. http://www.careerserviceskiva.com

The Council of Chief State School Officers. CCSSO offers suggestions and guidelines for including students with disabilities into School-to-Work systems and how to help ensure that all students experience success. http://www.ccsso.org/youthprp.html

Disability and the Workplace. Catherwood Library from Cornell University compiled this comprehensive list of resources for all parties assisting learners with disabilities in the workplace. http://www.ilr.cornell.edu/library/reference/guides/DW_Primer/default.html

Ensuring Access, Equity and Quality for Students with Disabilities in School-to-Work Systems – A Guide to Federal Law Policy. This guide is designed to support state and local administrators in being more knowledgeable of their legal responsibilities relating to school-to-work. It seeks to merge equity and quality in school-to-work systems nationwide. This document includes an examination of the five key federal laws relevant to its topic, as well as definitions of "quality" and "equity" as they pertain to school-to-work. http://www.ideapractices.org/IDEAresources/resources.asp

The ERIC/CASS Virtual Library is an on-line collection of full-text materials developed in order to provide access to relevant research and materials on current topics of interest. It is intended as a resource for anyone concerned about education issues: educators, administrators, parents, students, and community members. http://ericcass.uncg.edu:80/virtuallib/newlibhome.html

Family and Work Institute. Questions regarding parenting, school-to-work, transitioning, and other pertinent arenas are answered through this site. http://www.familiesandwork.org/index.html

Family Foundation provides comprehensive information on the state of the labor market and nontraditional careers. This website also elaborates on school-to-work issues and legislation. http://www.familyfoundation.org/education/school_work.html

Glossary of School-to-Work. This site lists a comprehensive glossary of School-to-Work terms and definitions. http://www.lausd.k12.ca.us/lausd/offices/dace/resources/schoolwork/glossary.html

Illinois State Board of Education ETC. This Homepage is made available to the community to disseminate information on the state initiative of Education-to-Careers (School-to-Work). Information on this page changes frequently and includes links requested by those in the Education-to-Careers field. http://www.isbe.state.il.us/etc/

Individualized Career Plans. This site offers background information and a definition of ICP, career planning strategies, contents of an ICP, and references. http://ncrve.berkeley.edu/BRIEFS/Brief71.html

Institute for Women In Trades, Technology & Science. IWITTS is dedicated to integrating women into nontraditional careers by providing training, technical assistance, and publications to educational systems and employers. http://www.iwitts.com/

The International Career Development Library (ICDL) is a free, online collection of full-text resources for counselors, educators, workforce development personnel, and others providing career development services. http://icdl.uncg.edu

Jewish Family & Career Services (JF&CS) is responsible for a career development and placement program providing vocational counseling and placement, supported employment and disability awareness training to the community. http://www.jfcs-atlanta.org/ddserv

National Child Care Information Center. The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families. http://ericps.ed.uiuc.edu/nccic/

National Early Childhood Technical Assistance System (NECTAS). NECTAS is a national technical assistance consortium working to support states, jurisdictions, and others to improve services and results for young children with disabilities and their families. http://www.nectas.unc.edu/

The New York Institute for Special Education (NYISE) is a private, nonprofit, nonsectarian educational facility that provides quality programs for children who are blind or have visual disabilities, have emotional and learning disabilities and preschoolers who have a developmental delay. The NYISE Jobnet (Job Opportunities for the Blind) programs, in conjunction with the guidance and career department, offers students a unique curriculum designed to meet their individual needs. http://www.nyise.org

Professional Development: Child, Youth, and Families Education and Research Network. CYFERnet displays an astounding compilation of professional development information. A sampling of topics includes professional organizations; electronic mail groups and electronic newsletters, journals, skills and knowledge bases; professional collaboration; professional assessments; and program management. A must-see for all stakeholders in ETC partnerships! http://www.cyfernet.org/prof.html

Quintessential Careers. A career and job-hunting resource guide where job-seekers have tools needed to locate a successful career, college, or to do a job search. Many links, including career resources, general job sites, job/career bookstore, industry-specific jobs, and numerous resources, are provided. http://www.quintcareers.com

ResumeNet. National and international links to information and career options in education, civil engineering and public works, environment, fashion, non-traditional careers for girls/women, and multimedia, just to name a few. Many links to enhance career awareness and focus! http://www.resumenet.com/other.html

School-to-Work. This bulletin presents strategies that school-to-work practitioners can employ to implement comprehensive and effective career development programs. The bulletin also lists organizations and other resources that provide additional information on career development programs and strategies. http://www.stw.ed.gov/factsht/cardevt.htm

Steps to Career/Life Planning Success. A user-friendly site to guide students through the process of assessing their personality, strengths, and positions suited to them. http://www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html

Untangling the Web for Disability Information. An excellent resource for all types of disabilities and subjects. http://www.icdi.wvu.edu/others.htm

GOAL#2: Each and every student receives instruction based on curriculum that integrates academic content and workplace skills and supports rigorous standards.

- Curriculum and instruction stressing rigorous academic achievement is aligned to the Illinois Learning Standards and includes "real world" applications.
- Professional development is available to education stakeholders regarding new learning theories, innovative instruction, teaching workplace skills, meeting the needs of all learners, and integrating curriculum.
- Curriculum and instruction includes workplace skills integrated into academic content and appropriately assessed.
- Occupational Skill Standards are integrated into career and technical curriculum where appropriate.

The American Association for Higher Education (AAHE) envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy. This site includes a section on assessment tools and links, along with a section on frequently asked questions. http://www.aahe.org

Coordination with School-to-Work Programs. A model of how to coordinate all aspects of school-to-work programs between school and community. Assessment of current vocational and school-to-work programs, standards, work-based learning, school-based learning, planning and development, inclusion of all learners and other arenas are explored. http://www.ed.gov/CommInvite/stw.html

Disability and the Workplace. Catherwood Library from Cornell University compiled this comprehensive list of resources for all parties assisting learners with disabilities in the workplace. http://www.ilr.cornell.edu/library/reference/guides/DW_Primer/default.html

Ensuring Access, Equity and Quality for Students with Disabilities in School-to-Work Systems – A Guide to Federal Law Policy. This guide is designed to support state and local administrators in being more knowledgeable of their legal responsibilities relating to school-to-work. It seeks to merge equity and quality in school-to-work systems nationwide. This document includes an examination of the five key federal laws relevant to its topic, as well as definitions of "quality" and "equity" as they pertain to school-to-work. http://www.ideapractices.org/IDEAresources/resources.asp

The ERIC/CASS Virtual Library is an on-line collection of full-text materials developed in order to provide access to relevant research and materials on current topics of interest. It is intended as a resource for anyone concerned about education issues: educators, administrators, parents, students, and community members. http://ericcass.uncg.edu:80/virtuallib/newlibhome.html

Glossary of School-to-Work. This site lists a comprehensive glossary of School-to-Work terms and definitions. http://www.lausd.k12.ca.us/lausd/offices/dace/resources/schoolwork/glossary.html

Illinois State Board of Education ETC. This Homepage is made available to the community to disseminate information on the state initiative of Education-to-Careers (School-to-Work). Information on this page changes frequently and includes links requested by those in the Education-to-Careers field. http://www.isbe.state.il.us/etc/

Issues Associated with the Design and Delivery of On-Line Instruction. This is the third in a series of three articles on the development and delivery of instruction on-line via the Internet and the World Wide Web. The focus of this article is on the issues and policy concerns that are emerging as K-12 schools and postsecondary institutions place instruction on-line. http://busboy.sped.ukans.edu/~emeyen/elmtree/paper3/paper3.htm

The National Skill Standards Board is building a voluntary national system of skill standards, assessment, and certification that enhances an individual's ability to compete effectively in a global economy. http://www.nssb.org

The New York Institute for Special Education (NYISE) is a private, nonprofit, nonsectarian educational facility that provides quality programs for children who are blind or have visual disabilities, have emotional and learning disabilities and preschoolers who have a developmental delay. The NYISE Jobnet (Job Opportunities for the Blind) programs, in conjunction with the guidance and career department, offers students a unique curriculum designed to meet their individual needs. http://www.nyise.org

Part II -- Guidance for Reviewers for Reviewing Comprehensive Plans Developed Under the Goals 2000: Educate America Act. This site allows viewers to understand State ideas, goals, and objectives for enabling all learners to reach challenging academic standards. Ideas and suggestions are given to educators, employers, parents, and other community members regarding ways to assist learners in reaching these goals. http://www.ed.gov/G2K/guide/guide-2.html

Professional Development: Child, Youth, and Families Education and Research Network. An astounding compilation of professional development information. A sampling of topics includes professional organizations; electronic mail groups and electronic newsletters, journals, skills and knowledge bases; professional collaboration; professional assessments; and program management. A must-see for all stakeholders in ETC partnerships! http://www.cyfernet.org/prof.html

Professional Development: Mentoring New Teachers. This book is intended as 1) a self-instruction, how-to workbook for a current or prospective mentors, 2) a sourcebook for participants in (and leaders of) mentor training programs, 3) a supplementary text for a seminar or graduate-level course in educational leadership, and 4) a practical resource guide for school district administrators._ http://www.ideapractices.org/IDEAresources/depotitem.asp?ResourceId=167

School-to-Work. This bulletin presents strategies that school-to-work practitioners can employ to implement comprehensive and effective career development programs. The bulletin also lists organizations and other resources that provide additional information on career development programs and strategies. http://www.stw.ed.gov/factsht/cardevt.htm

School-to-Work Fact Sheets. These on-line School-to-work Fact Sheets are designed to communicate strategies for serving all youth, especially youth with disabilities, in school-to-work programs. The school-to-work transition information and resources included here are for educators, employers, parents, youth with disabilities, and others who work and live with youth with disabilities. http://www.dssc.org/nta/textonly/stwfct_t.htm

The School-to-Work Opportunities Act: What Every Parent Should Know. Parents are given information on STWOA and how they can help their children achieve success in the school-to-work environment. http://www.pacer.org/tatra/school_to_work.htm

Untangling the Web for Disability Information. An excellent resource for all types of disabilities and subjects. http://www.icdi.wvu.edu/others.htm

What is School-to-Work in North Carolina? Welcome to an overview from North Carolina on their school-to-work systems. This site lists school-based learning, work-based learning, and connecting activities as the success to their programs, and provides many related links. http://www.jobready.state.nc.us/

- A process is in place for the transfer of information including individual student portfolios and individual career plans (ICP's).
- High schools and community colleges within the partnership are working collaboratively and are implementing specific program articulation agreements.
- Follow-up studies are conducted to assess the success of transition services between levels of education and into the workforce.

Agencies and Resources from Iowa. See how Iowa is working together to provide their students the best school-to-work programs within their resources.
http://www.state.ia.us/main/addressbooks/index.html

Disability and the Workplace. Catherwood Library from Cornell University compiled this comprehensive list of resources for all parties assisting learners with disabilities in the workplace. http://www.ilr.cornell.edu/library/reference/guides/DW_Primer/default.html

Educational Weekly: An On-Line magazine for Educators. Topics of interest and current events change on a weekly basis. A good source of information for anyone involved in education. http://www.edweek.org

Ensuring Access, Equity and Quality for Students with Disabilities in School-to-Work Systems – A Guide to Federal Law Policy. This guide is designed to support state and local administrators in being more knowledgeable of their legal responsibilities relating to school-to-work. It seeks to merge equity and quality in school-to-work systems nationwide. This document includes an examination of the five key federal laws relevant to its topic, as well as definitions of "quality" and "equity" as they pertain to school-to-work.
http://www.ideapractices.org/IDEAresources/resources.asp

ERIC (Educational Resources Information Center) Clearinghouse on Assessment and Evaluation. An effective resource designated to help educators, community members, administrators, parents, and others choose and understand assessment tools.
http://ericae.net

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC). This site discusses strategies that support the successful transition from school-to-work for students with disabilities. http://ericec.org/faq/sch2wrk.htm

The ERIC/CASS Virtual Library is an on-line collection of full-text materials developed in order to provide access to relevant research and materials on current topics of interest. It is intended as a resource for anyone concerned about education issues: educators, administrators, parents, students, and community members.
http://ericcass.uncg.edu:80/virtuallib/newlibhome.html

Glossary of School-to-Work. This site lists a comprehensive glossary of School-to-Work terms and definitions.
http://www.lausd.k12.ca.us/lausd/offices/dace/resources/schoolwork/glossary.html

Idaho's Division of Professional and Technical Education. Useful links and national legislative information from the State of Idaho's Division of Professional and Technical Education. Their ideas may help your school-to-work program. http://www.pte.state.id.us

Illinois Learning Standards. A site designed by the Illinois State Board of Education offering a comprehensive look at Illinois Learning Standards. http://www.isbe.state.il.us/ils/

Illinois Skill Standards Homepage. The Illinois Standards Homepage, in association with the Illinois Occupational Skill Standards and Credentialing Council, provides this great site! http://www.standards.siu.edu

Illinois State Board of Education ETC. This Homepage is made available to the community to disseminate information on the state initiative of Education-to-Careers (School-to-Work). Information on this page changes frequently and includes links requested by those in the Education-to-Careers field. http://www.isbe.state.il.us/etc/

National Information Center for Children and Youth with Disabilities. NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. It's special focus is children and youth (birth to age 22). http://www.nichcy.org/

The National Skill Standards Board is building a voluntary national system of skill standards, assessment, and certification that enhances individuals' abilities to compete effectively in a global economy. http://www.nssb.org

The New York Institute for Special Education (NYISE) is a private, nonprofit, nonsectarian educational facility that provides quality programs for children who are blind or have visual disabilities, have emotional and learning disabilities and preschoolers who have a developmental delay. The NYISE Jobnet (Job Opportunities for the Blind) programs, in conjunction with the guidance and career department, offers students a unique curriculum designed to meet their individual needs. http://www.nyise.org

School-to-Work. This bulletin presents strategies that school-to-work practitioners can employ to implement comprehensive and effective career development programs. The bulletin also lists organizations and other resources that provide additional information on career development programs and strategies. http://www.stw.ed.gov/factsht/cardevt.htm

School-to-Work Fact Sheets. These on-line School-to-Work Fact Sheets are designed to communicate strategies for serving all youth, especially youth with disabilities, in school-to-work programs. The school-to-work transition information and resources included here are for educators, employers, parents, youth with disabilities, and others who work and live with youth with disabilities. http://www.dssc.org/nta/html/stw_fact.htm

Transition: Frequently Asked Questions and Answers. Numerous questions and answers about any and every aspect of transitioning are showcased here. There are assistive links to other sites for additional information. http://web.nysed.gov/vesid/sped/trans/faqslist.htm

Untangling the Web for Disability Information. An excellent resource for all types of disabilities and subjects. http://www.icdi.wvu.edu/others.htm

The World's Leading Source of Education News. This site includes several links providing information on assisting students with disabilities in making smooth transitions between education and employment. http://www.educationnews.org/transition_resources.htm

GOAL#4 Each and every student has access to progressive community/work-based learning opportunities.

- ✎ **Every student has the opportunity to participate in school coordinated community/work-based learning (C/WBL) experiences which are progressive in nature and include such experiences as classroom speakers, work site visits, job shadowing, service learning, internships, apprenticeships, etc.**
- ✎ **Employers and labor representatives are actively involved in providing community/work based learning opportunities and trained workplace mentors.**
- ✎ **Professional development and training regarding C/WBL is provided to educators, employers, labor representatives, workplace mentors and other interested stakeholders.**

Community-Based Learning Experiences Curriculum. *Basic Skills* curriculum is designed for students ages 6 through 21 who are blind, deaf-blind, or visually impaired with moderate to severe developmental disabilities. http://www.tsbvi.edu/guide/guide6.htm

Council for Exceptional Children delivers a site that caters to any questions, concerns, or issues involving students with special needs. There are many valuable links to other user-friendly sites and resources. http://www.cec.sped.org

Disability and the Workplace. Catherwood Library from Cornell University compiled this comprehensive list of resources for all parties assisting learners with disabilities in the workplace. http://www.ilr.cornell.edu/library/reference/guides/DW_Primer/default.html

Employers of Individuals who are Deaf or Hard of Hearing and the ADA. The Alexander Graham Bell Association for the Deaf and Hard of Hearing organized this site and many relevant resources for employers.
http://209.41.163.85/information/brochures_employers.cfm

Ensuring Access, Equity and Quality for Students with Disabilities in School-to-Work Systems – A Guide to Federal Law Policy. This guide is designed to support state and local administrators in being more knowledgeable of their legal responsibilities relating to school-to-work. It seeks to merge equity and quality in school-to-work systems nationwide. This document includes an examination of the five key federal laws relevant to its topic, as well as definitions of "quality" and "equity" as they pertain to school-to-work.
http://www.ideapractices.org/IDEAresources/resources.asp

The ERIC/CASS Virtual Library is an on-line collection of full-text materials developed in order to provide access to relevant research and materials on current topics of interest. It is intended as a resource for anyone concerned about education issues: educators, administrators, parents, students, and community members.
http://ericcass.uncg.edu:80/virtuallib/newlibhome.html

Glossary of School-to-Work. This site lists a comprehensive glossary of School-to-Work terms and definitions.
http://www.lausd.k12.ca.us/lausd/offices/dace/resources/schoolwork/glossary.html

Illinois State Board of Education ETC. This Homepage is made available to the community to disseminate information on the state initiative of Education-to-Careers (School-to-Work). Information on this page changes frequently and includes links requested by those in the Education-to-Careers field. http://www.isbe.state.il.us/etc/

National Information Center for Children and Youth with Disabilities. NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Its special focus is children and youth (birth to age 22). http://www.nichcy.org/

National School-to-Work Office. Since the School-to-Work Opportunities Act became law, the National School-to-Work Office, working with state and local partnerships across the nation, has identified and refined eight core elements that are essential to building school-to-work systems. http://www.stw.ed.gov/factsht/BULL1197.HTM

North Central Regional Educational Laboratory. Developing work-based learning opportunities is the mission of this website and of the North Central Regional Educational Laboratory. http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw300.htm

Professional Development: Child, Youth, and Families Education and Research Network. An astounding compilation of professional development information. A sampling of topics includes professional organizations; electronic mail groups and electronic newsletters, journals, skills and knowledge bases; professional collaboration; professional assessments; and program management. A must-see for all stakeholders in ETC partnerships! http://www.cyfernet.org/prof.html

Professional Development: Mentoring New Teachers. This book is intended as 1.) a self-instruction, how-to workbook for a serving or prospective mentor; 2) a sourcebook for participants in (and leaders of) mentor training programs; 3) a supplementary text for a seminar or graduate-level course in educational leadership; and 4) a practical resource guide for a school district's administrators.
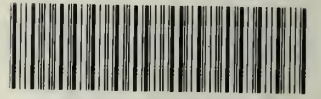http://www.ideapractices.org/IDEAresources/depotitem.asp?ResourceId=167

School-to-Work. This bulletin presents strategies that school-to-work practitioners can employ to implement comprehensive and effective career development programs. The bulletin also lists organizations and other resources that provide additional information on career development programs and strategies. http://www.stw.ed.gov/factsht/cardevt.htm

Technical Assistance Center for Professional Development Partnerships. The Center is committed to facilitating and supporting the development of collaborative partnerships for the preparation of educators. This web site contains a vast array of resources about organizations and publications, conferences, web sites, and publications related to the professional development of educators. http://www.dssc.org/pdp/

Untangling the Web for Disability Information. An excellent resource for all types of disabilities and subjects. http://www.icdi.wvu.edu/others.htm

Young Adult Program is a post-secondary program in Michigan providing a range of transition services to young people with disabilities, ages 17 - 26. The Mission is to provide the foundation for each student, through community based learning, to achieve his/her potential in the transition from school to community participation and life management.
http://www.remc12.k12.mi.us/kresa/YAP/default.htm